THE FIRST FIFTY YEARS

of the

STATE TEACHERS COLLEGE

at

TROY, ALABAMA

By

E. M. Shackelford

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PRESIDENT SHACKELFORD AT WORK

The First Fifty Years of

THE STATE TEACHERS COLLEGE

at

TROY, ALABAMA

1887 to 1937

By

EDWARD M. SHACKELFORD, A.M., L.L.D.

For two years a teacher in the Troy Male High School; for twelve years a professor in the State Teachers College; for thirty-seven years its President; now President Emeritus.

THE PARAGON PRESS

Printers and Publishers

Montgomery, : : Alabama

1937

DEDICATION

TO

the alumni, whose services have justified the State's provisions for their education and the Faculty's efforts to make that education most useful to both students and the State, this little volume is affectionately dedicated.

PREFACE

It has been said that the history of no event can be properly written within fifty years of its occurrence. Perhaps there *is* danger of history's being tinged with personal bias if written by one who participated in, or was in any way affected by, the conditions which he records; but unless history is written by those who have personal knowledge of the facts, I think tradition and legend are liable to be substituted for fact, and thus do more harm than personal bias would do. At any rate, I am taking that view in writing this history; and I am encouraged to do so because I know more facts about the history of the State Teachers College at Troy than any other living person. These facts are written from my point of view, and I accept full responsibility for whatever may be reasonably implied in any of my statements.

Dr. J. L. M. Curry, one of Alabama's representatives in the Hall of Fame at Washington and sometimes called "The Apostle of Public Education in the South," said,

> "It is unfortunate that the habits of life of the Southern people and their contempt for vain-glory, love of money and mercenary services, prevented any adequate preservation of the materials of history. In consequence of this contemporary neglect to record and to save, these Southern States have suffered in failing to receive the historical recognition properly due to them."

How different from the practice of New Englanders as described by Colonel Higginson, one of their own historians. Says he:

> "They were born writing . . . as if a baby were to raise its head and demand pen and ink to put down his impressions."

This fundamental difference between the ideas and habits of the people of the two sections made a profound impression upon me in my early teaching experience, and I soon began to record such facts as seemed at the time worth preserving. These facts were naturally in various fields; but since my work has been almost exclusively in the field of education, a vast majority of the facts preserved are in that field. Furthermore, since more than fifty years of my life have been spent in the service of the State Teachers College at Troy, most of these facts were in close connection with its work—so close that I believe, if properly set forth, they would at least form the basis for a very good history of the Institution. In the words of Dr. John W. Abercrombie, the value of whose services to public education in Alabama are beyond computation, and to whom I owe a larger debt of gratitude in matters pertaining to education than to any other individual,

> "A recital of the history of the College will necessarily be, directly or indirectly, a review of his (my) services as a leader in the development of public education in Alabama."

To set forth this story in such manner as to accomplish my purpose is the task which I am undertaking.

In making this attempt, I have in mind three objectives—the selection of only such facts as are essential to the real story of the College; secondly, to present them in a way that will be helpful to inquirers and interesting to those who had a part in their making; in the third place, to put into available form for investigators such information as my long experience proves to be in demand. This last accounts for the publication in the Appendix of detailed information upon certain subjects. Inevitably a good bit of Alabama's educational

history is incidentally involved in the history of this Institution, and, so, a double purpose may be served in thus committing it to record.

The book is divided into two parts—Part One giving the history proper; and Part Two, giving detailed information upon certain important subjects.

While I alone am responsible for the general plan of the book—its subject matter, its arrangement, form of statement, etc.,—I received valuable aid from various members of the College staff who furnished data from the records of their respective departments.

Besides the full reports upon a few fundamentals, there will also be found in the Appendix a few contributed articles upon subjects which I thought might add interest, both because of what they contain and because of memories associated with their writers.

To each and every one who has aided in any way, I make my grateful acknowledgments, as I do also to my dear wife, Julia J. Shackelford, (herself an alumna of this College), whose interest and cooperation not only lightened the work but made it more pleasant for me.

Realizing that the little volume is not all that it might be, I am nevertheless sending it forth with the hope that it will meet a sympathetic reception from those for whom it is written.

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PART ONE

THE HISTORY PROPER

PERIOD 1

THE PRE-NORMAL PERIOD—PRIOR TO 1887

CHAPTER 1.

Early Education in Troy and Pike County

NOTE: *Dear Reader*—The preface to any book is important because of the explanations it gives of the purposes and plans of the writer; and if you have not already read the one to this little volume, let me ask you to do so before reading the book itself.—*The Author.*

Dr. Oliver Wendell Holmes once said, "the time to begin the education of a child is one hundred years before it is born." Similarly the time to begin the history of any event is the time when other events which precede it and lead up to it occured. Hence, in beginning the History of the State Normal School (now the State Teachers College), it is appropriate to look briefly into some of the most important events preceding and leading up to its establishment.

Logically, then, I begin with Alabama's policy of training teachers for her system of public schools, a policy which had already been in use for many years among the most progressive states and which proved successful there. Alabama began in 1873 with the establishment of the Normal School at Florence. In 1882 others were established at Jacksonville and Livingston, thus giving one school to each quarter of the State except the southeastern. Naturally, the people in this section felt that they should have one too, and the law-makers, recognizing the justice of their claims, established one at Troy in 1887. Of course, there were already some excellent schools of the old type scattered throughout this section, but there

was not a school of college grade nearer than Auburn until the establishment of the Normal, and the foundation of its work must be found in what had been done by the private schools and academies which preceded it. It is to be regretted that the information about these schools is not more complete, but I have done the best I could with the facts available.

According to the late Joel D. Murphree, who, several years ago, wrote some notes on the early history of the City, education in Troy began with a school taught by John Carr. Unfortunately, Mr. Murphree failed to give the date, but from other information contained in his notes, I would place the time at 1839 or 1840. He named Duncan Maloy as the second teacher, and James Key as the third. Then followed Alfred Boyd, H. A. Gaston, and John R. Goldthwaite, who taught through the forties and into the fifties. I have no record of any schools in the sixties, doubtless due to the confusion and demoralization of the war period.

From a scrap book kept by Mrs. Mary Talbot I learn that she announced the reopening of her "Select School" for September 5, 1870, in the "old Academy building situated near the residence of T. K. Brantley, Esq." But in The Messenger of August 27, there appeared an announcement of the opening of Capt. L. H. Bowles' "Classical School" on the same date and in the same building. The two had combined. Mrs. Talbot's school maintained a music department; and since it is known that her sister, Miss Hortense Mullins (later the wife of Josiah Jernigan and mother of my present wife), once taught music for her, this was probably the school.

A highly commendatory editorial in the Troy Messenger of August 10, 1871, calls attention to the announcement of the opening of the Troy Female College, in buildings and on grounds probably occupied later by the Troy Female Semi-

nary. The faculty consisted of "D. P. Hurley, President and Professor of Mathematics; S. A. Goodwin, Department of Classics and Natural Sciences; Mrs. Mary Talbot, Department of English Literature; Mrs. Josephine A. Wiley, French Language and Literature; Miss Alice Walker, Department of Musical Instruction; Miss Ida Hurley, Assistant in Musical Instruction."

The Rev. R. W. Priest is also mentioned as a teacher, but the special name of the school he taught is not given. By 1876, several schools are mentioned. The Troy High School, R. J. Walker, President; The Baptist High School, with T. J. Carlisle, Principal and H. H. Brooks and Mrs. Mary Talbot as assistants; the City Academy, R. W. Priest, Principal. It appears that some time during the year Mr. Brooks took charge of the girls in the Baptist High School, and Mrs. Talbot opened her private school again near the home of T. K. Brantley.

I find that, in 1877, "Professor J. W. Wright (father of our own Dr. E. M. Wright) arrived to take charge of the Methodist High School." Mr. Brooks had charge of the Baptist High School and Mr. Priest of the City Academy. Mrs. E. A. Clark opened a private school on the 7th of May at her residence.

A very interesting item in The Troy Enquirer for July, 1877, states that "school mania has attacked the negroes in the city. Many ladies have had to teach their servants or lose them." I find no mention in the papers of any school for negroes until 1885; but Mary Thompson, who is a sort of institution within herself, tells me that John Wiley, a well-known negro about town for many years after I came to Troy, taught the first negro school in the City in 1866. She says that a white man by the name of Eubanks taught among the negroes in 1872 or '73. Such a thing was not un-

known in those days. She also named Lou Hawkins, Rebecca Taylor and A. C. Kylton as negro teachers during the late seventies and early eighties.

The next announcements found were for 1883, when, I note, the faculty of the Troy Female Seminary consisted of James D. Wade, Principal; Mrs. Julia Peterson, Literary Assistant; Mrs. Ida Botto, Music; and Miss Mattie Foster, Teacher of French and Art.

Mrs. D. B. Murphree opened a private school at the Second Baptist Church, January 8, 1884; and Mrs. K. A. McKinnie opened one at her residence the first Monday in September. I have found nothing else recorded for the year 1884; nor for 1885 until August, when I arrived to assume my place as assistant in the Male High School; but I recall mention of Geo. W. Macon and a Mr. Fuller, who evidently taught during those years.

Another name that was on every Trojan's lips when I was beginning my own career as a teacher was that of "Professor Doster." I regret that I never met him, for he must have been a fine teacher and a great character. All who spoke of him did so with a respect that bordered on reverence. I had the privilege of teaching his gifted son James, and of watching him rise high in the profession which his distinguished father had so greatly honored before him. In a recent letter from Dr. Doster I learn that his father taught in Troy "prior to the Civil War," that he built the old academy "which was made a part of the first graded school building constructed at Troy between 1886 and 1890," that "he closed his teaching career at Troy in 1884," after having taught elsewhere for several years—altogether covering a period of 46 years. By the way, this letter from Dr. Doster contains so much information about his father's and other schools in Troy at that time and it is told in such a clear and interesting way that

I am taking the liberty of including it in the Appendix and of urging all who are interested in the history of education in the early days to read it. It paints a picture that is familiar to me.

The following are the names of others about whom I have heard or read, but about whom I could not get much more information than the important fact that they taught here: Carl Nelson, Mary Lee Golson, Mrs. Jane Hobdy, Lieutenant Wilson, Mrs. Reynolds, Mrs. Pouncey, Mrs. Lou Mathews, Miss Eva Figgott, Miss Elvira Culver, Miss Leila Wade. Others whom I knew were Capt. L. H. Bowles, Mr. and Mrs. Charles B. Golsan, Mrs. L. B. Hambrick, Mrs. E. G. Chaffin, Miss Mae Echols, Mrs. John D. Gardner (mother of our Miss Catherine), Mrs. Benjamin Gardner, Mrs. Julia Wilson, and Mrs. Lou Gray Williams. I think all of these except Capt. Bowles were teaching when I came to Troy, and they, with the Troy Female Seminary, the Troy Male High School, and the various negro schools constituted quite a company marshalled against the hosts of ignorance in a small town of 3,000 people. Some one said that there were fourteen schools in Troy at that time, including, of course, those for both whites and negroes. I know that there were several, but I cannot say how many. I do know that the two largest schools were the Troy Male High School and the Troy Female Seminary, and that they continued so until they were absorbed by the Normal in the fall of 1887. By the way, the manner in which that absorption was brought about is an interesting story, as one may see by reading what follows.

In the fall of 1885, Mr. J. T. Stephenson, a merchant and county superintendent of education, failed in business and resigned the superintendency. This threw the public schools into confusion until February 15, 1886, when State

Superintendent Solomon Palmer appointed Mr. A. Haley to succeed Mr. Stephenson. Mr. Haley began immediately to plan a reduction of the number of schools. Looking to that end, he appointed as trustees Messrs. S. A. Williams (father of our Sam), M. N. Carlisle, and Frank Minchener. Mr. Haley's term expired before he could carry his plans into effect; but these trustees held over under Mr. Hollan, who succeeded him, and on November 1, 1886, they called a mass meeting in Minchener's Opera House (which stood just behind Hollan's present drug store), to discuss the school question. I was present and recall that the discussion was rather warm at times. The meeting adjourned without taking action; but on December 4 the three trustees and Superintendent Hollan signed a public statement to the effect that henceforth all public school funds would be given to two white schools and two negro schools. The white schools selected were the Troy Male High School and the Troy Female Seminary, and the negro schools were the one taught in the Old Church in "Baptist Bottom" and the one taught by Hattie Davenport, wife of Virgil, the barber. This action naturally caused much disappointment and criticism among the friends of the schools that were not favored; but most of the people approved the decision of the trustees in their efforts to build a few strong schools in place of a number of smaller and weaker ones. So far as I recall, that was the first actual consolidation of schools in Alabama. About twenty years later consolidation became a fad, and is now regarded as one of the most important reforms of this generation.

The Troy Male High School, one of the two white schools to profit by the consolidation movement, was located in a long room, built right by the side of the old Hurley home and almost touching it, the two facing West College Avenue. The recent extension of the Avenue passes immediately over

the site of the two buildings, and in front of the new Episcopal Rectory, which comes almost to the edge of the spot occupied by the High School building. Professor Joseph M. Dill was principal and I was his assistant. Mrs. Dill occasionally helped. There was no partition in the big room, which was used as both study hall, recitation room and auditorium. It had a raised platform across one end, and Professor Dill and I sat on opposite sides and taught our classes seated below and in front of us. One can easily imagine the difficulties of teaching under such circumstances.

The Troy Female Seminary, the other white school to profit by the consolidation, was more fortunate in its location. It occupied a two-story frame building which stood on the southeast corner of the block that afterwards became the home of the State Normal. What we now know as "The Old Dormitory" covers a part of the site of the Female Seminary building. The faculty of the Seminary at that time consisted of Mrs. Julia M. Peterson (afterwards Mrs. John F. Purser), Miss Alice Lowrey and Miss Bettie Hall, Mrs. Ida Botto, (afterwards Mrs. J. B. K. Spain), and Mrs. Julia Wilson. Mr. T. K. Brantley, my father-in-law, is mentioned as chairman of the board of trustees.

As a valuable educational relic and one which throws a most interesting sidelight upon the early interest in education shown by the people of the County, I copy in full a program of the annual meeting of the "Educational Association of Pike County," held in Troy, July 11th, 12th and 13th, 1872. It may be noted that some of the subjects on that program are still being discussed; and it is interesting to know that those who took part in the discussions included representatives of business, law and religion as well as of the teaching profession. This is the program:

Annual Educational Convention

Thursday, 10 o'clock a. m., organization.

11 o'clock, address by Rev. J. W. Shores; subject—Dignity of the Teacher's Profession.

12 o'clock, recess.

2 o'clock, p. m.—Responsibility of Teachers, Wm. H. Parks and S. P. Barron. Discussion.

3 o'clock—Importance of Female Education, A. A. Wiley, L. H. Bowles and Miss C. A. McCaskill.

Discussion.

7:30—Literary Address by R. D. Locke, Esq., of Eufaula.

Friday, 9 o'clock a. m.—Qualifications of Teachers, D. P. Hurley, B. W. Starke, and Mrs. A. A. Cunningham. Discussion.

10 o'clock—Public School System, W. C. Menefee and W. H. Biggs. Discussion.

11 o'clock—Duties of Patrons, John P. Hubbard, John D. Sloan and Mrs. M. O. Stewart. Discussion.

12 o'clock, recess.

2 o'clock p. m.—Our Needs—English Teaching, etc.—A. C. Bass, T. J. Carlisle and Mrs. Mary Talbot. Discussion.

3 o'clock—When And How Long Should Schools Be Taught? R. W. Priest, John L. Foster, Miss A. A. Melton. Discussion.

4 o'clock—Should Native Talent be Chiefly Cultivated in School? A. C. Worthy and F. J. Cowart. Discussion.

7:30 o'clock, Address by Hon. A. N. Worthy.

Saturday, 9 o'clock a. m., School Furniture, John Freeman and J. D. Gardner. Discussion.

10 o'clock—Extent of Teacher's Authority, J. T. McCrary, N. W. Griffin and E. C. Parish. Discussion.

11 o'clock—Should Premiums Be Offered to Pupils? John

T. Sanders, John A. Park, and Miss Josephine Toney. Discussion.

12 o'clock—Recess.

2 o'clock p. m.—Should Vocal Music and Drawing Be Taught? Z. A. Dowling and Robt. M. Gann, Mrs. H. P. Cowart, Miss Alice Walker. Discussion.

3 o'clock—Miscellaneous business. Adjournment.

The public in general and especially teachers and school officers are cordially invited to attend and to take part in the discussions of all important questions.

ROBT. W. PRIEST,
JOHN D. SLOAN,
FLETCHER J. COWART.
Committee of Arrangements.

Troy, Ala., June 1, 1872.

The foregoing facts, I think, give a very fair view of educational conditions in Troy and Pike County until the coming of the Normal in 1887. Since that time there have been two educational streams—one State and the other local. Naturally my task is to trace the first and leave to others the privilege of tracing the other, save as the two occasionally ran together. However, since all of the schools in a county go to make up a system, and since the Normal drew upon the rural sections for Professors McCall and Cowart, two of its most brilliant teachers, I think it entirely proper to devote the concluding paragraph of this introduction to education in the County outside of Troy.

Let the readers of these pages remember that this section of Alabama is one of the latest sections east of the Mississippi River to be settled by white people; and, as in all pioneer settlements, the comforts, conveniences, and institutions of society develop slowly. The necessaries of life come first,

and such agencies as roads, churches and schools follow in the course of time. There are usually no newspapers to record the doings of people under pioneer conditions; hence, information is hard to obtain. I must beg the indulgence of my readers if they are disappointed in failing to find in these pages mention of things which seem important to them and which they assume others know too. However, we do know that by 1887 strong educational centers had been built up at strategic points throughout the County—at Brundidge, Henderson, Spring Hill, Orion and China Grove. Smaller, yet important, schools were at Goshen, Briar Hill, Josie and Little Oak. Calloway and Ashcraft had gone from Brundidge, but their splendid reputations remained for years. W. C. Menefee, S. P. Barron, Wm. Brunson, W. H. Jones, J. M. Carter, and W. M. Head, all of whom I knew and worked with, were strong teachers who left their impress upon the County's educational history. In later days B. H. Boyd, R. G. Hightower, Miss Fannie Bean, and Elder H. M. Curry made valuable contributions. Perhaps the best known school that was ever in the County before the College was founded was at Orion, in the "days before the War." It was taught by a Mr. Park, who afterwards went to Tuskegee and established a well-known academy for boys there. I happen to know about Mr. Park's school through an uncle and an aunt who were students at Orion while he was there.

By the way, the plan for establishing Prospect Ridge (afterwards called Orion) Institute was unique and interesting. It was also important because it was the first incorporated school in the County. The plan was somewhat like this: On Sept. 29, 1847, Mr. Isaac N. Hall deeded 46 acres covering the site of the present village of Orion to the board of trustees of the Prospect Ridge Institute. That board consisted of James Talbot, William Talbot, Solomon Siler, Isaac Dun-

can, Willis Briggs, Enoch Salter, William McCullough, George McLendon, and Josiah Davis. A condition in the deed required that every person who bought a lot in the tract deeded to that Board should agree to spend at least one thousand dollars in improving it. It was also in the plan that a certain amount was to be paid by each property holder into a school-building fund; and Mr. W. G. Chancey told me that Mr. Solomon Siler advanced the money for the erection of the academy building, which by the way, still stands, in a rather dilapidated condition, it is true, as a monument to the progressive spirit of its builders. It is to be hoped that some steps may be taken before it is too late to repair and preserve this old building as a memorial to those forward looking patriots of a day that is far in the past.

It is hoped that mentioning the foregoing schools and teachers will not be construed as underestimating the value and importance of the work done by others. It means only that more information was obtainable about those mentioned. We all know that much of the best work ever done is like the flower that was "born to blush unseen." However, its sweetness was not "wasted on the desert air." It molded human character, and its influence will go marching on through the ages. My tribute of honor and respect is freely and generously accorded to those faithful teachers who plied their labors "far from the madding crowd's ignoble strife." Concerning them I adopt as my own the immortal words of Henry Van Dyke:

"Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient

in his daily duty, he strives to conquer all the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. No one has deserved better of the republic than the unknown teacher."

CHAPTER 2.

GENESIS OF THE TROY NORMAL.

As stated in the preceding chapter, Alabama had established teacher-training institutions in three of the geographical quarters of the State before the Legislature of 1886-87 convened. But however good and needful was the work of such schools, they were not popular with everybody. I attended a teacher's institute at Brundidge on August 13 and 14, 1886, at which normal schools were discussed *pro* and *con*, chiefly *con*. In fact, they were a popular topic for discussion whenever a body of teachers got together in those days. One of our citizens, Mr. Frank Baltzell, editor of The Troy Enquirer, on one occasion was voicing to his friend Cyrus D. Hogue, then State Auditor, his opposition to these schools. Mr. Hogue said, "Frank, the policy of training teachers for their work is correct, and it will be continued. Southeast Alabama has no school of that kind. Instead of fighting them, why not try to get one for your section?" Mr. Baltzell was evidently convinced, for we find him later fighting strenuously to get a normal for Troy; and when it was located here, he was a member of its first board of trustees. Mr. Hogue's reasoning was sound, and the location of the school at Troy was equally logical, since it is in the center of a section that is thickly settled with white people, is high and healthful, is easily accessible from every direction, and it had already proved its interest in education.

But Mr. Baltzell was not the first to suggest a normal for Troy. That grew out of a "Normal Institute," held in the old Female Seminary building August 23 to 27, 1886. The institute was conducted by Dr. T. J. Mitchell, President of the Florence Normal, assisted by Dr. James K. Powers, Professor of Mathematics at Florence. Professor Joseph M. Dill,

principal of the Troy Male High School; E. M. Shackelford, assistant in the Male High School; J. M. Dewberry, a recent graduate of Peabody College, teaching at Clay Hill (now Pronto), also assisted Dr. Mitchell. During that institute the subject of normal schools was freely discussed, and not only the teachers in attendance but some of the citizen visitors became interested. Discussion became more or less gen-

MR. S. J. McLEOD

COLONEL A. A. WILEY

FATHERS OF THE CREATING ACT

A native of Pike; a member of the State legislature of 1886-7, and author of the bill which created the State Normal School (now the State Teachers College), Mr. McLeod was a quiet, unassuming, but broad-minded, and useful citizen, serving his day and generation well. The College honors him for his part in setting it forward on its career of usefulness.

A native of Troy and a great friend to both the City and the College; a member of the State Senate in 1886-7, Col. Wiley was responsible for getting Mr. McLeod's bill through that body. He, therefore, shared with Mr. McLeod the credit for establishing the School at Troy, for which he proved his friendship throughout his life.

eral in the City, and culminated in a mass meeting on November 15 in the Court House, at which Mr. John Freeman, a former teacher, presided, and J. Waller Henry, editor of the Messenger, acted as secretary. This meeting appointed the following as a steering committee: J. K. Murphree, J. R. Gold-

thwaite, O. C. Wiley, T. K. Brantley, J. B. Knox, J. W. Hollan, L. H. Bowles, J. D. Murphree, Sr., A. St. C. Tennille, J. W. Henry, E. M. Shackelford and James Folmar.

On the same day of this mass meeting Mr. S. J. McLeod, whose picture appears elsewhere, one of our representatives, introduced into the Legislature (doubtless by previous arrangements with some of the Troy promoters), the following bill: H. B. 166.

AN ACT

To establish a Normal School for the education of white male and female teachers at Troy, in Pike County, Ala.

Section 1. Be it enacted by the General Assembly, That there be permanently established in the City of Troy, Pike County, in this State, a school for the education of white male and female teachers, who shall be taught therein on such conditions and under such restrictions as may be provided, and there shall be annually appropriated and set apart, from the first day of October 1887, the sum of three thousand dollars out of the general educational revenues apportioned to the whites for the support and maintenance of the school. The said appropriation shall be under the control of the commissioners hereinafter provided for and shall be applied in such manner as they deem best to carry out the purposes of this act. Provided, however, that no fraction of said appropriation shall be used for any purpose than the payment of the salaries of the faculty.

Sec. 2. Be it further enacted, That a Board of Directors is established consisting of the following named persons: O. C. Wiley, John B. Knox, John D. Gardner, Frank Baltzell, James Folmar, J. W. Foster, Jos. A. Adams, B. R. Bricken, P. Jeff Ham, and the Superintendent of Education, which shall be known by the name and style of the Board of Directors of the State Normal at Troy, and the Directors shall

hold office at the pleasure of the Board and shall receive no compensation.

Sec. 3. Be it further enacted, That any vacancy in the Board of Directors caused by death, resignation or otherwise shall be filled by the remaining members.

Sec. 4. Be it further enacted, That the Board of Directors shall meet at such times and places as it shall appoint.

Sec. 5. Be it further enacted, That the Board of Directors shall choose one of their number as president of the Board who shall not vote on any question except in the case of a tie, and they shall elect a secretary-treasurer, and they shall take such bond from such treasurer as they shall deem sufficient and adequate to secure the faithful performance of his duties, in at least double the amount he may have in hand at any one time, bond to be approved by the County Superintendent and Probate Judge of Pike County and a certified copy thereof filed in the office of Superintendent of Education. The Secretary and Treasurer shall be chosen annually and shall hold office until their successors are elected and qualified.

Sec. 6. Be it further enacted, That the Board of Directors, shall under the restrictions and limitations of law, direct the disposal of any and all moneys appropriated to the school and shall prescribe the duties of the sec'y and treas. thereof.

Sec. 7. Be it further enacted, That it is the duty of the Board to organize such Normal School upon the most approved plan; to elect a president and a complete and sufficient corps of instructors, who shall constitute the faculty of such Normal School, and the Board shall adopt such rules and regulations as may be necessary for the organization and successful operation of such Normal School.

Sec. 8. Be it further enacted, That it shall be the duty of the faculty to establish a course of instruction with special reference to educating teachers in the theory and practice of

teaching, and to pass all needful rules and regulations necessary for the discipline of such Normal School.

Sec. 9. Be it further enacted, That the President of the Board of Directors shall make a full and complete annual report to the Superintendent of Education of the operations of the Normal School, specifying the number of pupils, the number of professors or teachers, the amount of salary of each, the amount of money received and disbursed, and other information as may be required by law.

Sec. 10. Be it further enacted, That students may be admitted from any portion of the state, and shall receive instruction free of charge for tuition, upon signing a written obligation to teach at least two years in the public schools of the State, and the obligations shall be filed in the office of the Superintendent of Education. Any student may be released from the obligation by paying such tuition as may be established by the Board of Directors.

Sec. 11. Be it further enacted, That applicants for admission to the Normal School shall be not less than fifteen years of age, and shall sustain a satisfactory examination in such studies as may be required by the faculty.

Sec. 12. Be it further enacted, That upon the completion of the prescribed course of study in the Normal School, and after sustaining a satisfactory examination, upon the recommendation of the President, approved by the Board of Directors, the Superintendent of Education shall issue a State certificate to the graduates of the Normal School which shall entitle them to teach in any public school in the State without further examination.

Sec. 13. Be it further enacted, That the money appropriated and due to the school shall be certified semi-annually by the Superintendent of Education to the State Auditor, upon application of the President of the Board of Directors,

and the State Auditor shall thereupon draw his warrant on the State Treasurer in favor of the treasurer of the Normal School for the amount thus certified, the first half of the annual appropriation hereby made shall be due and payable on the first day of October, 1887.

Sec. 14. Be it further enacted, That in connection with the Normal School there may be established a public school, or other schools.

Sec. 15. Be it further enacted, That this appropriation shall be received upon condition that the citizens of Troy shall furnish free of charge a suitable building and grounds for said Normal School and place said building and grounds under the complete control of the Board of Directors established by this Act.

Approved February 26, 1887.

THOMAS SEAY, *Governor.*

A true copy,

C. C. LANGDON, *Secretary of State.*

On December 1, the steering committee met in the rear of Mr. J. B. Knox's store and drafted an appeal to the representatives in the Legislature from Southeast Alabama to support Mr. McLeod's bill. A special committee, consisting of the Rev. S. A. Pilley, Editor Baltzell, Mayor Charles Henderson, and E. M. Shackelford visited the Legislature on February 15, 1887, in behalf of the bill, and it passed the lower house and was signed by Speaker Thos. G. Jones on the 18th, the vote being 59 to 23. It was sent forthwith to the Senate, without engrossment, and was passed by that body on February 23 by a vote of 21 to 5. It was signed by President W. J. Samford on February 25, and was approved by Governor Seay on the 28th. It is worthy of remark that both Speaker Jones and President Samford afterwards became

Governors. It is also appropriate to say that Colonel A. A. Wiley, senator from Montgomery and a brother of Captain O. C. Wiley, who was himself chairman of the Board of Trustees for several years, drew the bill introduced by Mr. McLeod, steered it through the senate, and continued to show his interest in the School throughout his life. Coloney Wiley, like Speaker Jones and President Samford, was afterwards repeatedly honored by the people of Alabama for faithful and efficient service.

The following Board of Directors were named in the bill: J. D. Gardner, Joseph A. Adams, O. C. Wiley, J. B. Knox, Frank Baltzell, James Folmar, J. W. Foster, B. R. Bricken, and P. J. Ham. Mayor Solomon Palmer, State Superintendent of Education, was *ex-officio,* also a member. It will be noted that five of the nine appointed members were citizens of Troy, a fact to be remembered in tracing the later history of the College.

The Board held its first meeting in the council chamber of Troy on April 6, 1887, and organized by electing Captain J. D. Gardner (father of Miss Catherine) chairman, and Frank Baltzell temporary secretary. Mr. Adams having died, Mayor Charles Henderson was elected to fill the vacancy, and while this increased the proportion of local members, it proved a wise selection, both because of the advantages of Mr. Henderson's official position and of his well-known interest in the success of the College and a better system of public schools for the City. Mr. Henderson was immediately elected permanent secretary and treasurer of the Board, a position which he filled with great credit until his withdrawal from the Board in 1899. The only other business transacted at that meeting was the election of Professor Jos. M. Dill as President of the State Normal School for the ensuing year at a salary of $1200.

At the second meeting, which was held on April 19, Mrs. Julia M. Peterson was elected teacher of methods, E. M. Shackelford teacher of English and science, and J. W. Morgan teacher of mathematics and languages—each at a salary of $600 per annum. As will be seen later, these teachers did the high school work for the City School and received additional compensation from the City treasury. Vacancies were left for teachers of music and drawing, and since I can find no account of their ever having been filled by the Board itself, I infer that authority was given President Dill to make the selections. At any rate, when school opened in September, Professor E. H. Kruger of Atlanta began work as teacher of music, and Miss Laura Jenkins of Montgomery as teacher of drawing.

GOVERNOR CHARLES HENDERSON

Another of Pike's distinguished and successful sons; mayor of Troy when the College was established; originator of plans for promoting its first home; an influential member of its Board for many years; its secretary and treasurer from 1887 to 1898; and *ex-officio* its chairman while Governor, 1915 to 1919. Perhaps no other individual did more than Governor Henderson to secure the location of the School at Troy and to provide material equipment for it during the first few years of its history. The College recognizes, with pleasure and satisfaction his fine services in its behalf.

The third meeting of the Board on May 5, adopted by-laws for its own government and rules and regulations for the general conduct of the School—both Faculty and students. Among the interesting things done may be mentioned the following: the school calendar, vacations, and length of school day were fixed by the Board; teachers were put under direction of the President; the Faculty was authorized to fix courses of study, and make rules

for admission and control of students; the Board prescribed the form of obligation student teachers were to sign, and their age at entrance; members of the Faculty were required to sign an obligation to abide by the rules and regulations adopted by either the Board or the Faculty for the government of the School.

On August 7, Mrs. Peterson resigned as teacher of methods, and Miss Nettie Rousseau, of Natchitoches, Louisiana, a graduate of the Cook County (Illinois) Normal, was elected to succeed her.

The creating act required the City of Troy to provide suitable buildings and grounds as a prerequisite for obtaining money from the State for the support of the Normal. Hence, we find that the Legislature on February 27, 1887, ratified the purchase by the City of the old Wm. Murphree lot as a site, and on May 26 a contract for a building was let to M. M. Tye, Contractor and Builder, Ozark, Alabama. This building was a rather rough, but very substantial, two-story brick building with eight class rooms and a furnace room, and stood in the center of the Murphree lot. Judged by present day standards it was a shabby affair; but at that time it was considered fine. I do not know the exact day upon which the work of building began, but the corner stone was laid on August 24, 1887, with appropriate ceremonies, the Masons, led by John G. Harris, Grand Master, taking the leading part.

They were assisted by the Troy brass band, the Oates Rifles, and twelve little girls who deposited various souvenirs in the cornerstone vault. The deposits were as follows:

City and County Officers, by Miss Amy Hubbard.

Roster of the Masonic Lodge, by Miss Fannie Lou Starke.

Roster of Fire Department, by Miss Ettie Jackson.

Roster of Tyrian Chapter, by Miss Lillie Belle Cotton.

Roster of First Baptist Church, by Miss Bettie Locke.

The Troy Messenger, by Miss Willie Blan.

Roster of Troy Cornet Band, by Miss Josie Brannen.

Roster of Methodist Church, by Miss Lottie Wilson.

Roster of Episcopal Church, by Miss Ann Starke Gardner.

Faculties of Schools, by Miss Mittie Bowles.

The Troy Enquirer, by Miss Grace Wood.

Roster of Oates Rifles, by Miss Clare Baker.

The building was completed about the first of February, 1888.

Since the creating act also threw upon Troy the responsibility for providing practice teaching facilities, the City was forced to organize its schools upon a more systematic basis than had existed hitherto; and, as a preliminary step, the Legislature in February, 1887, established a separate school district for Troy. The City authorities planned for its schools not only to occupy the new building jointly with the Normal School, but, in order to save expense, it placed them under the same management. It was, therefore, logical that the Normal School President should be asked to aid in the selection of teachers for the City schools. With that in view, an examination of applicants was held on June 24, conducted by President Dill and E. M. Shackelford; and on the 30th the City Board of Education announced the following selections: W. E. Griffin, Troy, seventh and eighth grades; Mary J. Moore, Lebanon, Ohio, fifth and sixth grades; Catherine Gardner, Troy, third and fourth grades; Laura Montgomery, Raleigh, N. C., first and second grades. Miss Montgomery was the only one of this group to be elected without a special examination. Before the schools opened in September, the City Board decided to divide the work of Miss Gardner and Miss Montgomery, and elected Mrs. L. H. Bowles to teach the fourth

grade and Miss Abbotte Spratlen the second grade. It also elected W. D. Floyd principal of the negro schools and Emma Jones his assistant. The high school work for the white schools was to be done by the Normal School teachers; but as yet there was no high school department for the negro school.

Thus everything was set for the opening of both the Normal and the City Graded Schools. However, I do not think that this history would be quite complete without at least naming the first City Board of Education, because its members gave a great deal of time to the work of organizing the Graded Schools, and they had an important part in providing the buildings, grounds, and equipment, which were used jointly by the Graded Schools and the Normal. The Board consisted of T. K. Brantley, L. H. Bowles, C. B. Douglas, A. St. C. Tennille, and Charles Henderson, *ex-officio*. Mayor Henderson was president; L. H. Bowles, secretary; A. C. Worthy, City Clerk, treasurer, and Jos. M. Dill, superintendent of schools.

PRESIDENT JOSEPH MACON DILL

The first President of the Troy Normal was born in Dallas County, 1852. He was the son of Dr. Thomas J. Dill, who was for over thirty years Professor of Greek and Latin in Howard College, from which the son was graduated with the A. M. degree. Soon after graduation, Prof. Dill became a member of his Alma Mater's faculty as teacher of science. He continued in school work for many years, until disqualified by deafness, teaching in the Male High School at Tuscaloosa and the Greenville Female Institution. Prof. Dill came to Troy in 1885 and took charge of the Troy Male High School. He did excellent work in organizing and unifying the school interests of Troy, where he found eight or ten independent schools. The consolidation and harmonizing of these schools paved the way for the Normal, of which he became its first President, in 1887. He served as President only one year, when he resigned and became superintendent of the city schools of Bessemer. He remained there until his death in the summer of 1915.

PERIOD 2.

FOUNDATION-LAYING PERIOD, 1887 TO 1899

CHAPTER 3

Organization and First Year

NOTE: Lest there be confusion about the correct title of the Institution, it might be advisable to say that it was established as a "Normal School". In 1893 the Legislature changed it to "College". In 1911 the Board of Trustees changed it back to "School", and in 1927 the State Board of Education changed it to "State Teachers College".

The Board had a rather delicate and difficult situation to deal with in selecting the first faculty for the Normal—delicate because it did not feel that it could ignore the claims of those who had aided in securing the School, and difficult because it knew that not one of those then teaching in Troy had been trained for the special work to be done in a normal school. Nor did it have time to search for such as were needed, if indeed it knew just what kind were needed. It, therefore, did what any group of reasonable men would have done under the circumstances. It selected three of the local teachers who were occupying the most important positions and who had been most active in bringing the Normal to Troy —Professors Dill and Shackelford and Mrs. Peterson.

Professor Dill held an A. M. degree from Howard College, had had fourteen years' experience, and had proved a success as head of the Troy Male High School. I held an A. B. degree from the University of Alabama, had two years' experience as Professor Dill's assistant in the High School, and had been very active in getting the Normal located at Troy. Mrs. Peterson was principal of the Troy Female Seminary, and was very popular with the people of Troy; but she resigned before school opened, and Miss Nettie Rousseau succeeded her. Miss Rousseau, by the way, was the only professionally

trained teacher on the Faculty the first year. She had been trained under Colonel Francis W. Parker of the Cook County Normal, Chicago, one of the best known trainers of teachers in the United States at that time. Professor Morgan was from Florence and had received some professional training there; but his collegiate training was obtained chiefly at Auburn, from which he received a C. E. degree. Professor Kruger was a native German, who, after completing his education in his native home, came to America and taught in Atlanta before coming to Troy. I do not know where Miss Jenkins received her training, but I am reasonably sure that it was not in a teacher-training institution. Nor had any of those who taught in the Graded Schools (except possibly Miss Montgomery, later Mrs. Charles Henderson) been professionally trained for her work; and yet these schools were to be used as practice schools for the Normal—its clinic of methods.

This was the group which laid the foundation for the Troy State Teachers College. How well the work was done is attested by the remarkable record which it has made during its first half century. I think it worthy of remark that three of its first corps of teachers are still living—Miss Gardner, Mrs. Henderson and the writer—and Miss Gardner and I are still serving on its staff, Miss Gardner "off and on", I continuously.

The official statement about the plans for the Normal came in the summer of 1886, under the title "An Announcement of the State Normal School," issued by President Dill, and from which the following significant statements are reproduced:

"It aims to accomplish these results, viz.:

1. To give thorough and systematic instruction in the branches usually taught in common schools.

2. To add such other branches of general culture as will increase the knowledge of students and inspire them with a love of learning and a zeal for teaching.

3. To direct their observation and afford them such practice in teaching as will help them to acquire a mastery of the theory of teaching and skill in its practice.

4. To form, as far as possible, correct habits—physical, mental and moral.

Location

It was the opinion of the distinguished men who composed the last Legislature of Alabama, that the educational interests of our State would be advanced by establishing and maintaining a Normal School somewhere in South Alabama; and they wisely selected Troy as the most suitable point for such a school.

Situated on a high ridge of sand hills above the miasma of swamps, and therefore, remarkable for healthfulness, fanned by bracing breezes from the Gulf, supplied with an abundance of pure water, famed for the liberality, hospitality, refinement, and morality of her citizens, easy of access, and surrounded by a vast area of country, in which the whites form a large majority of the population, Troy offers advantages as an educational centre enjoyed by few towns.

Requisites for Admission

1. Applicants for admission must be at least fifteen years of age.

2. They must be able to pass a creditable examination in Orthography, Reading, Grammar, Geography, Arithmetic, History of the United States. This examination is intended rather to ascertain the pupil's capabilities than to find out what facts he may have learned.

3. They must sign the pledge given below:

The State of Alabama, Pike County:

In consideration of being admitted into the State Normal School at Troy, without any charge against me for tuition, I ....., do here bind and obligate myself to teach in the Public Schools of the State of Alabama for at least two years, whenever I may have an opportunity to do so, subject to such rules and regulations as may be prescribed by the laws of said State.

4. Any student may be released from this obligation by paying to the Treasurer of the Normal School the regular tuition fee as given elsewhere.

Professional Course of One Year

1. Methods in Common School Branches.
2. Psychology and Science of Education.
3. School Management and Systems of Education.
4. Art of Teaching and Practice Teaching.

This course is offered to graduates of High Schools and Colleges in which the course of academic work prescribed is essentially equivalent to that required in the Normal School, and to teachers of more than one year's successful experience, who shall be able to pass the examination required for 'First Grade Certificate' in the public schools of Alabama.

As this course cannot be completed in less than one year, no one will be graduated who does not spend an entire scholastic year in the school.

The Model School

The city of Troy, by local taxation, will support a Graded School on the most approved plan. It will con-

tain all grades, from the lowest primary to the high school, each taught by a skillful teacher.

This school has been placed under the same management as the Normal School that it may be used as a practice school. In it the Normal pupils will have opportunity for observation and for actual teaching, under the direction and criticism of experienced teachers. In this way they will be taught to apply those correct principles of teaching and school government which it is the mission of the Normal School to inculcate. The practice teaching in this school will form an important part of our training and will occupy the greater part of the last term of the Senior year.

Discipline

The discipline of this school will be made as simple as possible. Students will be expected to govern themselves, to discharge their duties without compulsion, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform to the known wishes of the Faculty, are considered unfit to become teachers. The Faculty consider the following regulations necessary to the welfare of the School, and they must be observed by the students:

1. Regularity and promptness in the attendance on school duties will be expected of all students.

2. Any student proposing to be absent from his school duties should inform the President previous to its occurrence. If this is impracticable, he should render his excuse to the President at the earliest opportunity after its occurrence.

3. Any tardiness at a recitation is to be explained to the teacher in charge before entering the class.

4. Students are expected to devote themselves to study in their respective rooms during the evenings of each school-day, and visiting or receiving visits at such times is positively forbidden.

5. Students must not, at any time, visit billiard or drinking saloons or other places of dissipation."

From these statements one can see that President Dill had a pretty clear conception of the general problems before him and very practical plans for putting his theories into practice.

When the Normal and the City Graded Schools began, they were under the same general management. Though under separate boards, there was a working agreement whereby the Normal was to furnish supervision and high school instruction for the City and the Graded Schools were to be used as a practice school for the Normal. Under this plan the City saved a large part of the expense for high school instruction, and the Normal for its training (or practice) facilities. The City supplemented the salaries of Superintendent Dill and the Normal teachers who were doing its high school work.

This combination of work explains the inclusion of the teachers of the Graded Schools with those of the Normal in the Faculty shown below—the complete Faculty with which the first year's work was begun:

Joseph M. Dill, President, Professor of Psychology and Pedagogics and Superintendent of Schools.

E. M. Shackelford, Professor of English and Science.

J. W. Morgan, Professor of Mathematics and Foreign Languages.

Nettie Rousseau, Teacher of Methods and Supervisor of Practice Teaching.

Edward H. Kruger, Teacher of Music.

Laura Jenkins, Teacher of Drawing and Painting.

W. E. Griffin, Teacher of Seventh and Eighth Grades.
Mary J. Moore, Teacher of Fifth and Sixth Grades.
Mrs. L. H. Bowles, Teacher of Fourth Grade.
Catherine Gardner, Teacher of Third Grade.
Abbotte Spratlen, Teacher of Second Grade.
Laura Montgomery, Teacher of First Grade.

THE FACULTY WHO ORGANIZED THE SCHOOL IN 1887

Reading from left to right ,top row, Miss Mary J. Moore, 5th and 6th grades; Miss Laura Montgomery, 1st grade; Miss Nettie Rousseau, methods and practice teaching; Miss Abbotte Spratlen, 2nd grade; Mrs. L. H. Bowles, 4th grade; 2nd row, Miss Catherine Gardner, 3rd grade; Miss Laura Jenkins, drawing and painting; 3rd row, President Joseph M. Dill, philosophy and pedagogics; W. E. Griffin, 7th and 8th grades; bottom row, E. H. Kruger, music; J. W. Morgan, mathematics and foreign languages; E. M. Shackelford, English and science.

Construction of the new building had just got under way when the schools opened on September 19. So, temporary ar-

FIRST BUILDING

This is a picture of the first building erected by the City of Troy for the Normal, and the City school in the spring of 1887 and completed in Feb., 1888. The building remained unchanged from its completion until it was remodeled in 1903.

rangements had to be made for class rooms; and since the old Female Seminary building was the largest building in town, and since it occupied one corner of the block upon which the new building was being erected, it was natural that it should be the nucleus of the new educational center of the City. But it was not large enough to accommodate all the classes, and the City rented two houses just across the street and fitted up some of their rooms for classes. This situation continued until the new building was completed, about February 1, 1888, after which all of the Normal and some of the grades moved into the new building, and those temporarily placed in the residences were moved into the Seminary building. Thus a new era in education began for Troy and all of South and Southeast Alabama.

As to the work of the first year, let the annual report of President Dill, made to the Board June 4, 1888, speak: I quote: "Whole number of students enrolled 128. Number of Normal students 80. Number of non-Normal 48. Number of students residents of Troy 76. Non-residents 52. Normal students residents of Troy 34. Normal students non-residents 46. Number of counties represented 9. Pupils from other states 3. Average age of boys 17½; girls 17." As to the general character of these students President Dill says, "I have never had the pleasure of teaching a more uniformly studious, moral, and exemplary corps of students." He speaks of "the difficulty under which we have labored this, the first year, with no basis of classification on which to build, with pupils coming from a great variety of schools and teachers."

His report describes two courses of study very similar in aim to those in use today, viz., one for professional and another for non-professional students. Other interesting statements are as follows: "Our pupils come to us with so little knowledge of the common branches of study that we must teach them the matter before we can instruct them in the method. . . . Education is mental development. Personal and persistent effort is the condition of mental growth. . . . The powers of the mind are developed in a certain order. . . . The chief office of the teacher is to stimulate and direct the efforts of the pupil. . . . Because a method is old, we do not regard it as necessarily false. Because another is new does not prove that it is correct. Conservative enough to hold on to what is good in the old, we claim to be progressive enough to adopt modern improvements. We strive to combine the best features of the old and the new in education. . . . A normal school is incomplete without a model elementary school attached to it and under its control. . . . Not only is

this model school an object lesson to our students; but it is also used as a practice school."

From these excerpts it is seen that many of the problems which confronted the first President of the Normal remain with us. It is gratifying to learn that his methods of approach to those problems and his methods of handling them compare most favorably with those used today—all of which goes to prove that President Dill was a sound thinker and a safe leader for a young and struggling institution. He and his associates laid a good foundation.

Besides the information in President Dill's annual report, the records show that during the first year there were three classes in the Normal—junior, middle and senior—and the 128 students were distributed among them about as one would expect, viz., the preponderance in the junior (the lowest class) and only a few in the senior. In fact there were only six seniors, and of these only three were graduated. And since this was the first class and there were only six of them, I give all of their names: Mrs. Kittie Corley, Troy; Miss Celeste Darby, Troy; the Rev. J. J. D. Hall, Geneva (now preaching in New York); Miss Emesa Locke, Troy; Dr. James M. Murphree, Troy; Miss Eola Pelham, Troy.

The three who graduated were Mrs. Kittie Corley, and Misses Celeste Darby and Emesa Locke—all three living at this writing and with prospects for more years of usefulness. Mrs. Corley has a daughter and a granddaughter who are also alumnae of the College. Miss Darby has been teaching the first grade in her Alma Mater for thirty-five years. Miss Locke (now Mrs. Delaney) lives in Greenville, Texas.

Writing forty-nine years after President Dill made his report, I am in a position to say that his opinion of the group of students who matriculated for the first year of the Normal has been thoroughly justified. I have seen them grow into

successful teachers and useful citizens. Of course, many of them have finished their work on earth and have been called up higher. Many of the others are leaders in professional or business life, and practically all have proved loyal to the College and to the ideals for which it stands.

PRESIDENT EDWIN RUTHVEN ELDRIDGE

Dr. Eldridge, having been President of the Troy Normal eleven of the first twelve years of its existence, was very intimately and prominently associated with its early history. He was a native of Indiana, but did most of his work in Iowa before coming South. He held the presidency of several institutions and was for several years superintendent of education in an Iowa county. He was a pioneer in normal training, having established an institute for that work in 1870, while yet a citizen of Iowa. In recognition of his services in this behalf and for other reasons, Drake University at Des Moines conferred the honorary degree of Doctor of Laws upon him the first year of his residence in Alabama. Dr. Eldridge succeeded Mr. Dill as President of the Troy Normal in July, 1888, and served in that capacity until June, 1899. After leaving Troy in 1900, Dr. Eldridge was for some time at the head of an institution of learning at Ft. Payne, Ala.; but, having lost his building by fire, he retired from active school work, and resided for several years in Birmingham, where he died in the summer of 1915.

CHAPTER 4

President Eldridge's Administration, 1888-1899

Notwithstanding the excellent showing made of the work of the first year of the College, as given in the annual report of President Dill, the Board of Directors seemed to have had doubts as to whether the work was done along right lines and as to whether President Dill's training had prepared him to lead in such work. I note from the minutes of a Board meeting held on June 4, 1888, the meeting at which President Dill's report was made, the following: "On motion of Charles Henderson the election of a faculty was postponed two weeks. On motion the secretary was requested to correspond with Professor Mitchell (then President at Florence) and others for information regarding applicants, and other parties who may be available." This evidently had reference to a president only, for in the minutes of the next meeting of the Board, held on June 18, I find the following statement immediately after the reading of the minutes: "On motion the Board proceeded to the election of a faculty by ballot with the following result, E. R. Eldridge, of Columbus Junction, Iowa, for President". This was followed by announcement of the election of Joseph M. Dill to the chair of science, and of all the other teachers except Miss Rousseau. To the newly elected President was assigned the work which Miss Rousseau had done the previous year, and she was released with resolutions of appreciation and regrets. In order to make a place for Professor Dill, the departments of English and science were separated and science was given to him, while I retained the English. Doubtless fearing embarrassing complications from being placed in a subordinate position after having been President, Professor Dill resigned on July 21, and on

the 27th, Professor C. S. Richardson from North Dakota, a trained teacher, was elected to succeed him.

At the same time that the departments of English and science were separated, those of mathematics and Latin were divided, and W. E. Griffin was elected to the latter, Professor Morgan retaining the mathematics. Professor Kruger and Miss Jenkins were re-elected.

Being a stranger and from the "North", and coming to lead a new work, President Eldridge faced the double task of "selling" himself and his work to the people whom the Normal was to serve. His problem was difficult, because of prejudice among some of the people against him for being a "northerner" and of opposition to his work because it threatened to drive out untrained teachers, of whom there were many, and all of whom had friends ready to fight for them. But the new President was not easily discouraged. He was possessed of the missionary spirit, and he had faith in himself and in his work. He immediately began a crusade for better schools through better teachers, and for this work he was admirably suited. He had a strong constitution, indomitable energy, a commanding appearance, facility of expression, and a wide acquaintance with the field of teacher training. So, he began at once to speak whenever and wherever he could get an audience; and when not speaking, he was writing both for the secular press and for educational journals. He was also one of the most prolific letter writers I ever knew. He was what is called in modern parlance "a publicity fiend'. It was unquestionably for this reason that he abandoned the established policy of issuing annual college catalogs and substituted therefor a quarterly publication, *The Normal Exponent*. There were no formal catalogs issued between 1889 and 1899, though some copies of *The Normal*

Exponent contained such announcements and information as are usually found in catalogs.

President Eldridge's plan for developing the College consisted of several steps, which were progressively introduced. The first followed naturally the enlargement of the Faculty at the time of his election. Science and languages were divorced from English and mathematics respectively and each was given to a trained teacher. This increased the College faculty from five to seven, and resulted in raising the curriculum from three to four years. To President Eldridge this meant logically the granting of degrees. Hence, at the close of his first year the first and only degree, that of Bachelor of Philosophy, was granted, and the recipient happened to be his daughter, Leila, the only one meeting the requirements that year. It was granted on May 28, 1889. In 1893 the Legislature amended the charter of the Normal, changed its name to "College", and specifically authorized it to grant degrees. That led at once to extensive advertising of that privilege, and resulted in bringing to the College many excellent students from all parts of the State who were not financially able to attend more expensive institutions and who desired also the professional training offered here.

The next step in the expansion plan was the establishment of a summer school, then called "Normal Institute", the first session of which was held at the College from August 26 to September 13, 1889. So far as I know, that was the first school of its kind ever held in Alabama, possibly in the South; and since it was pioneering in this field, I think a rather full statement of its purposes and of the faculty that inaugurated it is in order:

"Corps of Instruction
Conductor, E. R. Eldridge, LL.D.,
President State Normal College, Troy.

School Organization and Ethics and Methods in Grammar.*
T. J. Mitchell, Ph. D.,
Ex-President State Normal College, Florence.
School Management and Methods in Arithmetic.
J. A. B. Lovett, A.M.,
City Superintendent of Schools, Huntsville.
Methods in Geography and Physiology.
*C. S. Richardson, A.M.,
Professor Natural Science and Drawing, Troy.
Methods in Drawing.
*E. M. Shackelford, A.M.,
Professor English Language and Literature, Troy.
Methods in Civics.
*W. E. Griffin, A.M.,
Professor Latin Language and Literature.
Methods in English Orthography and Etymology.
*Miss M. J. Moore,
Director of Model School, Troy.
Primary Methods and Reading.
*Lessons on alternate days.

Purposes

The object of this new agent, The Normal Institute, is to afford facilities for the study of normal methods, at a time of year when the large majority of schools are dismissed, so as to accommodate the teachers now in the work. Many cannot now stop teaching to attend a long course at a Normal School, and in order to give such an opportunity to 'brush-up' in studies, and at the same time get an insight 'into new educational ways', the Normal Institute, or 'Summer School of Methods', is

created. The fact that teaching, like everything else, is making great revolutions in methods and principle, renders this 'Method School' a necessity.

Strange as it may appear, the better class of teachers will be the ones who will appreciate the Normal Institute the more, and will thank Major Palmer, State Superintendent of Education, the more, for his efforts to establish these. These are the ones who will attend.

Plan

In order that all grades of teachers may be accommodated as to instruction, the Normal Institute will be divided into two classes—A and B.

The A class will contain the more advanced and the B class those who are beginners in the responsible duties of the teacher. Another year we can hope to have still a higher grade of work.

Lectures

There will be Sabbath 'evening' courses of lectures by leading ministers of this section; a Week-day-evening course by first-class talent; and a Day-course by leading educators of this section."

In 1893 the name of the summer school was changed from "The State Normal Institute" to "The Peabody Summer School of Pedagogy", thus marking the entry of another element into the development of teacher training at Troy, viz., the support of the Peabody Fund. The first session of this newly named summer school occurred from August 21 to September 21, 1893, and it recurred annually thereafter until 1899.

Another movement to the same end as the granting of degrees and the establishment of summer schools was started by President Eldridge early in his administration. In the *Normal Exponent* for March, 1895, on page 38, I find the following paragraph: "Years ago the State Normal College at Troy saw the power and feasibility of the Extension Work

GEORGE PEABODY

DR. J. L. M. CURRY

Two Early Friends of the College

The first, a Massachusetts financier and philanthropist whose generous support of teacher-training institutions, especially in the impoverished South "after the War," materially aided in carrying these institutions through a critical period in their struggle for existence.

One cannot think of George Peabody without thinking also of Dr. J. L. M. Curry, the agent of the Peabody Fund until his death. Dr. Curry was an Alabamian by adoption, an educational statesman, and a friend to this College for many years. His able advocacy of the cause of teacher-training and the support which he gave it from the Fund was of great assistance when it was making heroic efforts to obtain a foothold in the educational system of the State.

for mature people and in 1889 announced just such a facility in connection with the regular attendance course, and during these five years since, it has carried forward that work with a degree of success beyond expectations." After this statement, announcement is made of "The Peabody Summer School of Pedagogy and College Extension, Professional

Course Associated with and under the State Normal College, Troy, Alabama". It was further announced that this arrangement "is under the joint direction and control of the Alabama Education Department, and the Peabody and the State Normal College management. It is intended especially for graduates or other scholarly persons already in the work of teaching but who have never had the opportunity of a systematic course of professional training. The course afforded is three years long, divided into four terms, the summer term in connection with the College summer term, August 21, five weeks, being attendance work, and the other three terms being home study work on outlines and directions sent out from the State Normal College office".

These extension courses were extensively advertised throughout the South, and a good many mature and ambitious teachers from various sections availed themselves of this opportunity to increase their professional training and earn a higher degree. A few completed their courses and became alumni of the Institution. Naturally many others began courses, but did not complete them.

The fact that the Troy College was the only teacher training institution in Alabama which had the legal right to grant degrees had already aroused opposition from the others, and when its extension course widened this privilege, this opposition was intensified. Indeed there was a feeling by some faculty members that the honors awarded were out of proportion to the work done in order to secure them. This feeling of dissatisfaction began to manifest itself pretty soon after President Eldridge began to unfold his expansion policies. As early as May 29, 1889, before the close of the first year of his administration, the minutes of the Board contain this statement:

"The Board has heard with regret at different times of a want of cooperation and unanimity in the faculty."

Naturally this condition resulted in frequent changes in the personnel of the Faculty. Professors Morgan, Richardson, Kruger, Persons, and Miss Jenkins retired in quick succession, and left me as the only member of the original College Faculty. But that fact must not be interpreted to mean that I was not guilty of criticising my superior officer, along with the others. I was guilty, and looking back over that period, it is difficult to explain why I was not "fired".

Early in 1897 Legislative scholarships were established upon the recommendation of the President and were formally approved by the Board at its annual meeting on June 24. The plan granted to each member of the Alabama Legislature, both Senate and House, the privilege of nominating one student who might receive "a full tuition and incidental scholarship for two years, valid so long as the holder may continue in attendance for two years". The senatorial appointees were allowed also an appropriation of $1.50 per month from the college treasury to be applied on board. That would not have been quite so bad if the board had been paid into the college treasury. As a matter of fact, the only boarding house operated for these appointees was conducted by the President himself, and the payment of money out of the college treasury to him seemed to the members of the Faculty virtually a subsidy and at their expense, since they were not receiving their full salaries. One can easily see that such a plan would be popular with the average legislator and would cause a good many worthy young people to attend the Troy College. Such was the result, but the bad feature of it was that the more students it brought the heavier the financial burden upon the College. The general plan of these scholar-

ships was continued until 1908, but it was so modified after 1899 as to relieve the college treasury of payments for board.

Another plan of President Eldridge to expand the scope of the work of the College occurred in the summer of 1896. It is described in the *Normal Exponent* for November of that year in an extract from the *Congregational Guide,* the date of which I could not find. It is in these words: "Arrangements have been consummated by which our preachers and those who are looking forward to the Gospel ministry may improve their educational qualifications for their work. . . . The Board of Trustees of the institution, and other State officials, have seconded the plans. Thus we are permitted to have educational advantages and a denominational school in association with the State College at Troy. . . . The plan proposes attendance at the College during the month of June. We have devised a course of theological study in harmony with these plans. . . . Rev. A. T. Clark, of Shelby, Alabama, has been appointed Director of Studies and Dean of the School for Congregational students." Although this states specifically that the arrangements were approved by the Board of Trustees, I have been unable to find any record of it upon the minutes of the Board. I know, however, that such arrangements existed not only with the Congregationalists but also with the Methodist Protestants, for whom the Rev. J. T. Howell was Dean. I don't think any other denominations took advantage of the opportunity to thus associate themselves with the College.

The principle underlying this plan was not bad and it brought some excellent students to the College for academic training; but it offered one more point for attack, and when taken in connection with several other points in President Eldridge's general plans for expansion, it led to the charge that the College was undertaking more than it had facilities to do

properly, and that inevitably the quality of its work was below the standards maintained in first class institutions. Again some members of the Faculty and a few members of the Board found themselves out of sympathy with the President's ideas; but a majority of the Board felt that he should be allowed to try out the proposed plan; and he did, but it widened the rift in the official family.

It will thus be seen that President Eldridge's general plans comprised several phases which were developed one at a time, but all tending to the same end. To that end everything else was subordinated, and to him the end justified the means. Unfortunately, some of these means caused severe criticism of the President and friction between him and members of the Faculty. For instance, the rules of the Board directed the President to collect all fees paid by students, and it also vested in him authority to O. K. and pay current bills. Of course, the rules provided that he should account to the Board for all moneys passing through his hands; but, as will be shown later, he failed to do that, and his failure brought criticism, and, in the end, suspicion. If the salaries of the Faculty had been paid, the practice of the President would not have caused so much trouble; but the Faculty were not getting their salaries, and they felt that money which ought to have been used that way was being dissipated in trying to bring students from all over the country. Again, in handling fees for extension courses, the President contended that he did most of the work and that he was not accountable to the Board for receipts. But extension students were required to do a certain amount of residence work and the College awarded degrees when the courses were completed. Under the circumstances the Faculty felt that they should share in the receipts and that the Board had the right to supervise whatever the College did. The Board insisted upon some

sort of accounting by the President. The first demand was made on June 5, 1894, and read as follows: "The President was requested to have full financial statement for examination by committee on finance." On May 28, 1895, a little stronger statement was made. Quoting, "It was decided *to require* the finance committee to present their report at each annual meeting and that the President or Treasurer of the Faculty and Treasurer of the Board have their reports . . . at or before each meeting for the inspection of the Finance Committee." Again on June 23, 1896, a still stronger statement: "On motion the *President of the Faculty was required* to present to finance committee his financial report *forthwith*". Conditions grew worse each year and reached the breaking point in 1899. Neither the President, the Faculty, nor the Board felt that things could go on that way. So, the President announced flatly that either he or the Faculty would have to go. The fight was on, and I was chosen to lead the opposition. The contest became rather bitter before it was over. Naturally the contest began with an effort to get a Board favorable to the one side or the other, and it so happened that President Eldridge had unwittingly prepared the way for his own undoing. It happened this way: In the amendments to the original charter suggested by President Eldridge and enacted into law by the Legislature in February, 1893, there were to be nine members of the Board appointed by the Governor from lists submitted by the State Superintendent of Education. These were to be divided into three classes, one class to retire every two years. Hence, the terms of three members expired in 1895, three in 1897, and three in 1899; and in order to counteract the charge of the School's being a local institution, they were more widely distributed over the State. Without going into needless details, it is sufficient to say that by 1898 several

new names appeared on the Board minutes—notably Judges J. E. Cobb, and A. A. Evans, Major D. S. Bethune, and Captain C. P. Rogers. By 1899, only Captain O. C. Wiley of the original Board members remained, and in place of the others appear R. P. McDavid, W. W. Lavender, E. M. Robinson, and W. C. Black. Of these nine members every one was present on June 20, 1899, when the "showdown" came. The reader is left to imagine what went on between the break of the President with the Faculty in the spring of 1899 and the date of this meeting of the Board. Before the ballot hearings were given to both sides, feeling was running high. One or two fisticuffs occurred. But the members of the Board had been "carefully selected", and they did not falter after the "courtesy hearings" were over. The ballot resulted—Eldridge 2, Shackelford 7.

Just a year before, upon the death of Professor Charles R. McCall, the City Schools had been reunited with the College, and Superintendent F. J. Cowart had been taken into the College Faculty. Now they were separated again, and the retiring President became Superintendent of the City Schools and occupied buildings and grounds adjoining those of the College—a most awkward arrangement for both him and me—one which soon brought forth such inelegant characterizations of our respective students as "City Pigs" and "Normal Hogs". I give these details because they seem necessary to a proper understanding of the conditions under which I began my own administration. But before going into that period, and lest some be left with erroneous impressions, I must add one or two general paragraphs upon some things about President Eldridge and his administration which I may have overlooked or which may have been incompletely presented.

In the first place, I think President Eldridge conceived clearly that a campaign of publicity was needed "to put Troy

on the map", as we say in street English; and he did that duty well. The times called for just such service as he rendered, and perhaps it is not the part of wisdom to inquire too closely into how he went about doing it. In the second place, he was dreadfully handicapped by lack of means with which to develop his ambitious plans for expanding the Normal. That was not his fault, but it drove him into undertaking the impossible, and probably led him into business methods that would not be approved by 20th century banking experts. Probably Dr. Eldridge's handling of college finances had more to do with his final defeat than any other one thing.

After the separation from the City schools in 1890, the City ceased to pay any part of the salaries of the College Faculty, and the small State appropriation had to be supplemented with incidental fees collected from students. The State appropriation was paid to Treasurer Henderson, and was regularly reported by him. Fees were collected by President Eldridge, who, according to Examiner Purifoy, kept no books except his receipt stubs and made only incomplete and unsystematic reports to the Board. The Board had given him both the right to collect and to pay out moneys for the School, with the understanding, of course, that full and regular reports be made to, and approved by, it. As has already been stated, these reports were not made and the most complete record of his accounts is that contained in Judge Purifoy's report to Governor Johnston, dated July 14, 1899. On pages 2 and 3 of that report he says, "The only data from which I could check the collections of President Eldridge were a lot of unsystematically kept stub books. . . . When . . . I asked him for his roll book he informed me that his stub books were his only roll book. . . . No cash book was kept by him and no general roll of students. . . ."

Unfortunately, Dr. Eldridge ignored not only the protests of the Faculty members whose money he was spending, but also the pleadings of his friends on the Board who knew that his policy would soon undermine his influence. Notwithstanding these facts it was my earnest wish to be fair and just to him. Hence, the first recommendation that I ever made to the Board after I became President is in these words: "I recommend that a settlement of the claims of my distinguished predecessor against the College be effected at as early date as practicable, and upon some plan that your wisdom will suggest as being equitable and just to him and to the College." I thus recognized his right to a fair hearing on his claims. He did get a hearing, but the Board committee could not agree, and no settlement was ever made with him. Hence, there will always be a question in the public mind as to whether he was due the College a balance, or whether the College was due a balance to him.

In a former chapter, it was stated that the history of the City schools would not be considered herein except as they were connected with the College; and since they were more or less connected in the beginning, it is interesting to know how their separation came about in 1890, their reunion in 1898, and their re-separation in 1899. The facts are about as follows: President Eldridge came to Troy with the clear-cut conviction that every successful teacher training institution needs at least an elementary public school under its exclusive control, which it can use as its practice school, or its clinic of methods. He found the two schools already under one management, but not *exclusively* so, and he soon managed to divorce the first six grades of the City schools and set up classes in the College under a plan of his own. This plan was continued until the death of Professor McCall in 1898, whose death resulted in a reunion of the grades in the two

schools and in bringing Superintendent Cowart into the College Faculty. By the way, both of these men were natives of Pike County and both were unusually strong men. In this connection, I think it worthy of remark that besides Professors McCartha, McCall and Cowart just mentioned, Drs. Pace and Wright both became members of the Faculty during Dr. Eldridge's administration. They constituted a strong group, and were largely responsible for the excellent work done during that period, in spite of the tremendous handicaps under which they labored. There was never any question about the quality of the work done by the Faculty during that period, but only about the amount they were able to do. Alas, all of these excellent men are gone except Dr. Pace, who is still rendering yeoman service and seems destined for several years more of the same kind. Due honor is paid to the memory of these faithful fellow-workers elsewhere in this volume, and their friends will doubtless read those pages with absorbing interest. The separation of the College and City schools in 1899 was final, the only affiliation of any kind since then being for a brief time in 1930-31, when the College used the six elementary grades of the City schools for supplementary practice teaching. With this brief exception, the history of the City schools since 1899 has been separate and distinct, and, to my way of thinking, it has been highly creditable to the management and to the City.

PRESIDENT EDWARD MADISON SHACKELFORD

(Prepared by a member of the Faculty)

No one else ever connected with the Troy State Teachers College has been so completely identified with its history as Dr. Shackelford, there never having been a day since its establishment that he was not an active member of its staff. He was born at Pintlala, Montgomery County, Alabama, Feb. 1, 1863. His primary training was received in the local schools. At the age of eighteen he entered the University of Alabama and finished in 1885, with the A.B. degree. Three years later his Alma Mater granted him the honorary degree of A.M., and in 1913, LL.D. In Sept., 1885, he began teaching in the Troy Male High School, and continued until that institution was superseded by the State Normal School. His after history, as Professor of English and Science, English and Civics, and, after 1899, as President and Professor of Civics, is set forth in the history of the Institution. From 1913 to 1917 he served as chairman *pro tem* of the State Text-Book Commission. In 1922, he was initiated into Alpha Chapter of *Phi Beta Kappa,* and in 1926(?) into *Kappa Delta Pi.* In 1924, Dr. Shackelford served as President of the Alabama Education Association, and put on a publicity campaign with the slogan, "Give the people the facts." From 1928 to 1935 he was a member of the Committee on Classification of the American Association of Teachers Colleges, during the last year of which he was chairman of the committee. At this time, he is serving on an advisory committee of the A. E. A.

Failing health compelled Dr. Shackelford to give up the presidency of the College on Sept. 1, 1936, since which time he has devoted himself largely to the task of regaining his health, and, when his strength permitted, to writing this little history.

PERIOD 3.

THIRTY-EIGHT YEARS OF STANDARD MAKING—1889 TO 1937

CHAPTER 5

President Shackelford's Administration Begins

Obviously the first task confronting the new administration was that of revising the plans and policies of the Institution along the lines advocated by those who had opposed the re-election of President Eldridge; and, as might have been expected from the circumstances, that was no small undertaking for one who was totally inexperienced in executive affairs. The demoralization which naturally follows a change of presidents, and the aroused passions in this particular instance, placed upon me a burden that was not only heavy but was difficult to deal with. The students, the alumni, the patrons of the School, the citizens of Troy, and the press of the State were divided in their loyalty to the new administration; but it had the united and enthusiastic cooperation of the Faculty, the Board, and a part of the students, alumni, patrons, local citizens, and the State press. The situation was, very naturally, freely discussed and soon became generally known throughout the State, thus giving the School a good deal of free publicity, and no one could even approximate what the opening would be in September. Whether the result of the "shake-up" was favorable or unfavorable will have to be determined by the conditions as they were reported to the Board on June 12, 1900:

> "The result of our summer's labors was the best opening in the history of the Institution, and the chief problem then confronting us was that of providing building and seating accommodations for our students. . . . It

> was a common occurrence to see classes in every room, in the halls, on the stairways, and on the campus at the same time. . . . Of the 195 students enrolled in our college classes this year, 144, nearly 74%, lived away from Troy. This shows a steady widening of the influence of the College; for, out of the total enrollment of 180 last year, only 104, about 58% were non-residents".

The withdrawal of the City schools raised the question of a training school adequate to the needs of the College; but when it opened in September, there were nearly as many children in our "Model School" as there were in the City schools; and that forced the City to provide additional rooms for our training school classes. This was done as well as conditions would permit.

After being reassured by a large enrollment in both the College and the Training School and by the decision of the City to provide for the immediate needs of the Institution, the next important problem was that of consolidating the gains that had already been made in the field of professional training of teachers for the public schools. The College had been organized upon a sound and broad foundation; an excellent faculty had been secured; some brilliant alumni had been sent forth as missionaries for the new education; strong friends had been made among the leading citizens of the State; and much headway had been made in the fight for better teachers; but there was still much prejudice to be overcome, and I began at once to remove the causes for some part of it. The theological department was immediately abolished; the granting of post-graduate degrees was discontinued; subsidizing students with college funds was abandoned; and the College was divorced from the Troy Business College with which it had been affiliated. Along the same line the extension work was standardized, and was soon afterwards abolish-

ed because those who were taking it were not willing to meet the new requirements.

There are also other larger and more far-reaching questions which required attention. Important public policies were to be formulated and fundamental principles of public education were to be clarified and better established in the public mind. The old private academies and subscription schools still had their advocates and many good people looked askance at schools maintained at public expense. A case in point came to the writer's attention in 1895, when Colonel Willis Brewer, then State senator from Lowndes County, remarked to Professor McCall, "I would rather see every dollar that is appropriated for public schools thrown into the Alabama River". Professor McCall was trying to get an increased appropriation for the College. Colonel Brewer was a rich and cultured black belt farmer, lawyer and writer. By the way, he was the author of a well-known history of Alabama. Colonel Brewer was by no means alone in holding such views. He represented a minority who were strong enough in wealth and ability to exert much influence upon public opinion in the State.

CAPT. OLIVER C. WILEY

A native Trojan; a successful business man; and an honored citizen; was Chairman of the Board of Directors of the College from 1899 till 1911. Capt. J. D. Gardner and Mr. J. B. Knox preceded him and every Governor of the State since 1911 has also served in that capacity; but not another one of them served so long or gave so much personal attention to the conduct of the Institution. Capt. Wiley's business judgment and personal interest were of inestimable advantage to the College during its formative period, and in this mild way the Institution shows its appreciation and gratitude for his splendid services.

When I became President, there were still a great many people who did not believe in special preparation for teaching; many looked upon all schools, even colleges, as local affairs and not entitled to State support. Many thought

FACULTY IN 1899-1900

The Faculty with which President Shackelford began his administration in 1899: Top row, left to right—Miss Mary Murphree, music; Miss Willette McMillin, art; Miss Amy Hubbard, 1st and 2nd grades; Prsident E. M. Shackelford; Miss Daisy Pierson, model school assistant; Miss Willie Belle Segars, high school principal; 2nd row, M. D. Pace, mathematics; C. L. McCartha, languages; Miss Mabel Cowart, 3rd and 4th grades; Miss Catherine Gardner, methods and practice teaching; F. J. Cowart, natural science; bottom row, Miss Ilona Cameron, 5th and 6th grades; E. M. Wright, pedagogy.

Misses Anne Starke Gardner, teacher of physical culture, and Julia Bowles, secretary and librarian, failed to get their pictures into this group.

(and some still think) that, if public education is a function of government at all, its support should be limited to elementary schools.

To meet these and various other questions of similar import, the College had set its course early in its career. My predecessors had begun the fight for progressive policies along all of these lines; but the fight was only begun when I fell heir to the task of carrying it on. As soon, therefore, as I felt that the regular work of the School was moving forward on its normal course, I took up the unfinished task of trying to establish and popularize the principles and policies of professional training for teachers. The answer to the question of how much has been accomplished must be found in the records as we move along.

And now that the School was reorganized and my administration started on its way, the writing of the story may be resumed; but before doing that, I think a few explanations are in order.

In the first place, the subjects and periods treated up to this point have been simple enough and short enough to be treated together without creating much confusion; but we now begin a period of thirty-eight years, and many of the subjects continue throughout the period and are so involved with one another that to undertake to treat the thirty-eight years as one continuous, clear, and definite story would be rather difficult. It, therefore seems to me best to divide the work into subjects and treat each subject as a separate and integral part. This will conduce not only to clearness and unity, but it will also add to the convenience and satisfaction of any who may be interested in studying a particular subject.

In the second place, practically all of the main subjects treated had their beginnings during the first years of the Institution, and to make their story complete I will necessarily have to go back there to begin treating them, even though I have to repeat some things that have already been said.

DR. JOHN W. ABERCROMBIE,

A Friend for Forty Years

A native Alabamian; State Superintendent of Education 1898-1902, 1920-27; a great friend to the teachers colleges, and a real educational statesman. No State Superintendent ever had greater opportunities to serve a great cause, nor did any make better use of them. He was State Superintendent when I was elected President, and also when the present site was chosen; and he has been a staunch friend, a wise counsellor, and an aggressive leader at all times. The State Teachers College at Troy owes him much, and is glad of this opportunity to show its appreciation of his fine services to her.

CHAPTER 6

The Physical Plant—Sites, Buildings, Equipment

Having decided to treat the remainder of my story by topics, it next becomes necessary to fix the order in which they shall come; and it seems to me that the one to begin with is the School site or home, which usually consists of three parts —the ground upon which it is located, the buildings in which it does its work, and the equipment which it uses to carry it on.

Of these parts the home, or *site,* is the most important, and it is the one about which there has been more controversy than about anything else connected with the history of the Institution. So far as I know, there was no question raised in the Legislature about locating the Institution *at* Troy, but there have always been differences of opinion about its location *in* Troy. Let it be remembered that the only requirements made by the State were "that the citizens of Troy shall furnish free of charge a suitable building and grounds . . . and place said building and grounds under the complete control of the Board of Directors established by this Act". That left the choice of the site to the people of Troy subject to the approval of the Normal Board. As might have been expected, differences of opinion immediately arose over the advantages of the various sites suggested. It soon became evident, however, that the majority sentiment was favorable to the site nearest to the center of the population of the City. The Murphree lot seemed to be the most favored by the people, and it was chosen, in spite of the protests of a few of us that its smallness would not permit the development of a great institution such as we hoped the Troy Normal might become some day. We felt that when that time came, to enlarge the site by buying the property around it would be al-

most an impossibility. Unfortunately only a few believed that the Normal would ever be more than a local school or would ever need more than one or two buildings. More unfortunate still was the fact that the Normal Board of Directors seemed to share that view, and it accepted the Murphree lot without question.

Another fact which entered into the decision was that the City was to provide training school facilities for the Normal, and for that purpose it had to organize its own system of schools and provide grounds and buildings for them. For the sake of economy as well as convenience, arrangements were made by which both the Normal and those grades of the City schools which were needed for practice teaching should occupy the Normal building. Thus the Murphree lot became the first home of the Normal.

This lot contained a little more than four acres and covered an entire city block, except a strip about 75 feet wide across the south side and facing East Academy Street. It remained thus until 1890, when the Alabama Midland Railroad Company had difficulty in finding an acceptable right of way through the City of Troy. The most feasible route seemed to be across the west side of the College campus; and since a majority of the Board of Directors were local men and were all intensely interested in the railroad enterprise, they gave the Company the right of way, thus cutting off a slice of the campus about 75 feet wide all the way along the west side. Later a street also was opened along this line between the campus and the railroads. This left about three acres in the campus, and it remained so until the 75 foot strip across the south end of the block was added in 1902. That addition came about in this way: An effort was being made to enlarge the main building, and an application for help was made to the General Education Board. Dr. Wallace Buttrick, its

executive secretary, after looking into the situation at Troy proposed to contribute $5,000 to the enterprise upon the condition that the City donate the remainder of the ground in the College block and the building that was on it (the old Female Seminary building). Mayor Charles Henderson, acting for the City, accepted Dr. Buttrick's proposition on Nov-6, 1902. After that date and until the College was moved to its present site on Sept. 15, 1930, it owned and occupied the entire block now bounded on the west side by Railroad Avenue, on the south by Academy Street, on the east by North Brundidge Street, and on the north by the Henderson, Black & Greene mill property. In the meantime, however, the School had grown so that it needed more room and the records show that President Eldridge made an appeal for enlarged accommodations in the *Troy Messenger* of August 13, 1898.

In 1911 the Legislature appropriated $40,000 for the purpose of building a girls' dormitory at Troy, and immediately arose the question of its location. Some favored building it upon the original site, while others favored buying a new site and starting a new plant, with this dormitory as its first unit. I was among the latter group, because I had been convinced from the beginning that we could never build a great institution upon such a small area as we then had. If the old Board had remained in charge of the affairs of the College, the new building would probably have been built upon the original site without any question's being raised; but in 1911 that board was superseded by a board for all of the white normal schools of the State; and this new Board, after a thorough investigation, recommended the purchase of what was then known as the Boswell place (now Trojan Terrace) as a new home for the College. The purchase was made, and pretty soon thereafter Governor O'Neal employed Mr. Chas.

W. Leavitt, a well known landscape engineer of New York, to make a lay-out for a new college. Mr. Leavitt prepared a beautiful plan, and if the money appropriated had been available then, there is no doubt that this building and all others erected since that date would be where Trojan Terrace is. In that event the College would now have four excellent buildings instead of three, and all on a splendid new site, for that was a splendid location. By the way, a copy of Mr. Leavitt's beautiful lay-out of those grounds may be found in the *Palladium* for 1912. However, the money appropriated in 1911 was not available until 1915, after Governor Henderson was inaugurated. He and his advisers had opposed the plan to remove the College, and they decided, over my protest, to undo what had been done three years earlier. The new site was abandoned and the dormitory was located on one corner of the old site, where it still stands in a more or less dilapidated condition, because it had to be abandoned for school purposes when the College was moved. Some effort was made to use it as a boy's dormitory after the girls moved out, but it was not successful. Efforts have also been made to secure P. W. A. assistance in moving it to the new site and fitting it up for a boys' dormitory, but without success so far.

In 1919 the Boswell place was sold and the Board began buying property adjacent to the original site, with the idea of making it both adequate and permanent; but during that same year the State Board of Education replaced the Board of Trustees for the White Normal Schools of Alabama, and it was immediately confronted with the problem of finding a suitable place on the campus for the training school building for which the Legislature had just made an appropriation of $30,000. Dr. F. B. Dresslar of Peabody College was employed to look the situation over and make recommenda-

tions to the Board; and after careful investigation, he recommended that not a dollar of the State's money be wasted in trying further to build a great institution on the old site. By direction of the Governor, Supt. John W. Abercrombie and Dr. Robert H. McCaslin, members of the State Board, came to Troy and gave a hearing to citizens interested in the matter. This meeting appeared to be "stacked" with opponents of removal, and the discussion created the impression upon the committee that the participants were not actuated by very altruistic motives. At any rate, after the hearing, the committee strongly urged the Board to accept Dr. Dresslar's recommendation to secure another site. This was done at its annual meeting on June 9, 1921. Thus was the question of a new location again brought to the front, and while it was pending some fear was aroused lest the College be moved to some other city (There were several ready to bid for it). But Governor Kilby appointed a strong committee from the Board, with himself as chairman, and after much "dickering" a plan for exchanging the old site for a new one was accepted by the City, and on Oct. 24, 1921, its citizens voted $35,000 worth of bonds for the purpose of buying it. Several splendid offerings

GOVERNOR THOMAS E. KILBY

An Alabamian by adoption; a successful business man; Lieutenant Governor, 1915-19; Governor 1919-23; a friend to education and chairman of the first State Board of Education. The Legislature in 1919 appropriated money for a training-school building, and the Board very appropriately named it Kilby Hall. Its picture may be seen elsewhere. Governor Kilby was chairman of the committee which chose the present site for the Institution, and he was largely responsible for increasing its maintenance appropriation 100 per cent.

were inspected by Governor Kilby and his committee, and on July 31, 1922, a deal was closed with Mr. W. B. Folmar for what was then known as the Hilliard place in the southeastern quarter of the City. The contract called for 275 acres, about 30 of which were set in pecan trees from twenty to forty years old. Later purchases of adjoining lots increased the acreage to 310. About twenty acres constitute the campus proper, but practically the entire tract has been surveyed and plotted for development in the indefinite future.

Buildings

As stated in an early chapter, the Normal School began its work in September, 1887, in the old Troy Female Seminary building. The building intended for it was under construction, but it was not ready for use until the following February. I regret that I have been unable to find a picture of the building in which the Normal began its career. It would be interesting at least as showing the evolution of the college buildings through a period of fifty years.

The second building occupied by the School was the one mentioned above, and described in chapter 2. The description is reproduced here for the purpose of making this section complete. I quote:

> "On May 26 (1887) a contract for a building was let to M. M. Tye, Contractor and Builder, Ozark, Alabama. This building was a rather rough, but very substantial, two-story brick building, with eight class rooms and a furnace room, and it stood in the center of the Murphree lot. Judged by present day standards, it was a shabby affair; but at that time it was considered fine".

The picture on page 32 shows how it appeared until it was remodeled in 1903.

The third building occupied by the College was a remodeled form of the one just described. Mr. Frank Lockwood, Montgomery architect, drew the plans and Henderson and Minchener were the builders. The money for the building was raised partially by subscriptions from the citizens (the subscription list is still on file), partially from a balance in the College treasury, and $5,000 donated by the General Education Board. The contract was awarded and work on the building was begun in January, 1903, but it was not ready for occupancy until the following September. It was a beautiful and imposing building, and it remained the chief building on the campus until the College was removed to its present site. Look at the picture below and compare it with that of the first building shown on page 32.

OLD SITE—MAIN BUILDING (Left)
CARNEGIE LIBRARY AND HENDERSON HALL (Right)

The next change that was made in the plant was in 1907, when the old Troy Female Seminary building was torn away and the lumber from it used in constructing what was called the Manual Training Building. This was the two-story frame building which stood directly behind the main building until it was sold to Dr. Pace and removed in 1931.

Securing the Carnegie Library building in 1908 came about in this way: In reply to an appeal by the College, Mr. Carnegie's representative stated that he confined his gifts largely to communities, and that if the City of Troy was interested he would be glad to consider her application for a library. After conferring with Mayor Folmar (W. B.), the College Board, upon my recommendation, made arrangements where-

KILBY HALL FROM THE AIR

by the College was to furnish the site and perform certain services and the City was to do the rest. The negotiations were conducted by me, but they were carried on in the name of the City and with the full approval of Mayor Folmar and the City council. Mr. Carnegie accepted the City's proposal and donated $10,000 for the building. Mr. Frank Lockwood, who had drawn the plans for enlarging the main building,

also drew plans for this building—a one-story brick and stone structure of the classical type of architecture. It is still standing and is being used as a community club house. It was used jointly by the School and the City as a library from 1908 to 1930, after which it was turned over to the City, which in turn gave it to the federated clubs of the Town for their joint use.

The first girls' dormitory, named Laura Henderson Hall, a three-story building, designed by Mr. Frank Lockwood and built, in 1915, by Contractor L. V. LaBarre of Birmingham, was the last building erected on the original site, except the open pavilion built just north of the main building in the summer of 1921, in order to accommodate assemblies and shelter classes in physical education, etc.

By this time the present site had been purchased, and nothing further was done in the way of permanent improvements at the old one, the next building being Kilby Hall, which was erected on the new site by T. J. Wood, Contractor of Troy, in the spring and summer of 1923. This is a one-story stucco building of the type of Spanish architecture so common in southern California. Its patio encloses four large pecan trees, and, to my mind, it is one of the beauty spots of the campus. We began using this building on Sept. 15, 1924, although the College itself was not moved until 1930. This, of course, forced an inconvenient and expensive plan for providing practice teaching facilities for the College students; but it was the best we could do under the circumstances. Buses were used to carry both the children and the student teachers to and from Kilby Hall.

The only other improvement of importance between the building of Kilby Hall in 1924 and the beginning of the great program of 1929 was the building of the swimming pool in 1925. This is a concrete structure about 35 by 60 feet, lo-

BIBB GRAVES, ALABAMA'S EDUCATIONAL GOVERNOR

A native Alabamian; a worthy son of worthy sires; a champion of popular rights; Governor 1927-31 and 1935-9; justly known as Alabama's "Educational Governor." He not only said he favored education but he proved it by putting upon the statute books laws which provided revenue for the support of his program. His great program of 1927 not only doubled our maintenance appropriation but also set aside $400,000 for providing the buildings and other equipment necessary to give the maintenance appropriation its maximum force and effect. The Board named Bibb Graves Hall in his honor, and its splendid character and proportions are typical of the man whose name it bears. One must see it to appreciate it. Again Governor Graves proved his faith by his works in aiding and approving, in 1937, legislation which enabled the State to keep the schools going for normal terms.

cated in one of the wooded parks (now called "Rose Park") about a quarter of a mile from the center of the campus. It has a picturesque setting near one of the streams flowing through the College property, and it is supplied partially from artesian water from the City and partially from a perennial spring located just above and flowing through it. In warm seasons this is a veritable paradise for the kiddies, and it is also a favorite resort for the college students during the hours set apart for them.

This brings us to the climax of the material development of the Institution during the first fifty years of its history, viz., the great building program of 1929-30. As previously stated, the Legislature of 1927 appropriated $400,000 for buildings, but the State did not make the money available until the spring of 1929. In the meantime, however, preliminary preparations were going forward. Surveys of the grounds were being made under the direction of Olmstead Bros., Brookline, Mass., one of the best known firms of landscape engineers in America, who had been employed by Governor Graves for that part of the work. The firm of Warren, Knight and Davis, Birmingham, was working on plans for buildings. So, when the State was ready with the money, little time was lost in getting the building program under way. On June 24, 1929, a contract was made with the firm of Hugger Bros., Montgomery, to build Graves and Shackelford Halls, according to plans already prepared by Warren, Knight and Davis, and on the spots previously selected for them by Olmstead Bros. It should be noted in this connection that before Kilby Hall was erected a complete layout of the grounds had been made by Dr. F. B. Dresslar, of Peabody College, and Kilby Hall was the first unit of that layout; but Olmstead Bros. did not like that plan, and suggested that Kilby Hall be "scrapped" and a new building be put

in its place. If sufficient money had been available at that time, that might have been done. Personally I am glad that it was not done then, and I hope that it will never be done; because, while Kilby Hall may not completely harmonize with the architecture of the other buildings, it is beautiful within itself and, being a one-story building, it is far better adapted to training school purposes than a building on the order of Graves Hall. I do not wish to be understood as objecting in the least either to Olmstead Bros.' layout of the grounds or to the architecture of the buildings designed by Warren, Knight and Davis. I think they are both fine; but I think it would be an unwise and wasteful use of money to sacrifice such a beautiful and serviceable building as Kilby Hall merely because of a difference in architecture.

The contract for building Graves and Shackelford Halls was awarded to the Hugger Bros. Construction Company on June 24, 1929, and dirt was broken for the foundation of the former on July 17 following. I had the pleasure of turning the first shovel of dirt in digging the foundation for Graves Hall. Both buildings are of brick and concrete, strongly reinforced with steel, and are fire proof. Graves Hall is the central unit and the chief building of the layout. It is known as the administration building, and at present it houses all college classes, laboratories, administration offices, the library, and a fire-proof vault for records and other valuables. It is a well-proportioned building and presents a handsome appearance. By the way, this building is wired for radios whenever the Institution is able to install them. Its picture is found on the opposite page and the reader is requested to compare it with that of our first building for an idea of the progress that has been made in fifty years, and then let his imagination picture what the next fifty years will bring forth.

BIBB GRAVES HALL: ADMINISTRATION BUILDING

Shackelford Hall serves as a dormitory for girls and is, therefore, the center of the School's social life. It is fitted up with modern comforts and conveniences and its appointments are admirable for social functions. More than two hundred girls can be accommodated in it, and its equipment and surroundings make it one of the most attractive school homes within the knowledge of the writer. Besides living accommodations, this building also houses a well equipped modern infirmary for the use of its inmates in case they need medical attention. A registered nurse is in charge and the school physician makes daily visits—both without extra expense except for extraordinary treatment. This building is also worthy of having its picture inserted and a section of its front is shown on the next page.

When the College was moved to its new home on Sept. 15, 1930, my 30-year dream was realized. The College not only had a home, it had a beautiful home, a permanent home, a home that was susceptible of wonderful development; and my fight for such a home was ended. To my mind this event in the history of the College is second in importance only to its establishment forty-three years before. Henceforward the great problem will be to develop the plans already projected as funds are obtained for that purpose.

But before leaving this subject, it is pertinent to tell something of what has been done already in the way of laying out and beautifying the grounds.

As previously stated, surveys of the entire tract were made before the buildings, parks, driveways, and other large features of the layout were located. After that was done came the more detailed work of laying off and beautifying the grounds on the campus proper. For that purpose Olmstead Bros. sent a Mr. Mische, an expert floral engineer, and he did the finest piece of work of its kind that I ever saw. He

SHACKELFORD HALL, GIRLS' DORMITORY

not only designated and located the different plots for shrubs and flowers, but he indicated the number of each kind needed in each space, their distances apart, their prices, where they could be obtained, and, in some cases, directions for pruning, planting, and cultivating them. A copy of these plans and specifications may be found in the vault.

Of course, we followed these specifications as closely as circumstances permitted. A few of the plants suggested were unobtainable. In such cases, we made the best substitutions that we could make; but fortunately, a vast majority of the varieties suggested by Mr. Mische were being grown in Troy and vicinity, and their growers were very generous in sharing with us, "without money and without price". My recollection is that the College bought only three small orders of the scores of varieties planted. The rest were donated, generally in small quantities, by various individuals. But there were a few donations of sufficient size to justify special mention, viz., one of 100 red and pink radiance roses donated by a group of interested women; one of 40 white crepe myrtles, given by Mrs. W. C. Black for a walk way to be known as "The Mim Black White Way"; one of 38 red crepe myrtles, donated by the late Mr. S. W. Gellerstedt for a driveway in memory of his wife Sallie Strickland Gellerstedt, one of the early and brilliant alumnae of the College; one consisting of a large number of ornamental plants donted by the late Mr. Frank L. Jones; and one of about 25 nandinas, donated by Mrs. L. M. Bashinsky. Mention should also be made of the fact that the pink crepe myrtles along that part of Normal Avenue in front of Graves Hall were collected and their transplanting supervised by my first wife, Rose Brantley Shackelford. One other enthusiastic friend who contributed generously of both plants and time in helping make our campus "a thing of beauty" is Mrs. Key Murphree, another shin-

ing star in the galaxy of the College's early alumnae.

Some idea of the character of the flowers and shrubbery used in beautifying the College premises and of the progress made during the past seven years may be gained by a glance at the pictures of Graves, Kilby and Shackelford Halls, given elsewhere in these pages.

Equipment

The equipment of the College consists largely of such class room, laboratory, and office furnishings as are found in other colleges; and while not very extensive or very expensive, they are ample and adapted to our present needs. Special mention should be made of the equipment of the library, and the chemical laboratory in Graves Hall, of that in the auditorium in Kilby Hall, and in the social room, the infirmary, the dining-room and kitchen in Shackelford Hall.

On the grounds there are tennis and basket ball courts, football and baseball parks, seats and other accommodations for out-of-door activities.

The College also owns and operates three buses, its own filling station and garage.

The swimming pool, moving picture machine, victrolas, radio, postoffice, supply store, etc., are mentioned elsewhere.

Both the campus and the football grounds are well lighted.

Summarizing, the physical plant of the College, at this writing, consists of 315 acres of land, 19 buildings, three school buses, classroom, office, laboratory, athletic, and other campus equipment, books, dormitory furnishings, etc.—all valued at $705,150. Most of it is comparatively new and is in good condition; but some of the buildings at the old site are old and have not been kept in a good state of repair simply because the College has not had sufficient money to do that and pay other necessary expenses too.

CHAPTER 7

The Curriculum

Since the requisites for admission to the College in its early days were quite elementary, it naturally followed that its courses of study would also be elementary, and so they were. They consisted largely of reviews of the subjects usually taught in elementary public schools and the pedagogy of teaching them. The work offered covered three years, but students who already possessed a fair knowledge of the academic subject matter embraced in the course might concentrate on the professional work and complete it in one year.

Because this was the first curriculum and because it is short, I am presenting it in full—just as it appeared in the first announcement of the School in the summer of 1887. Here it is:

"COURSES OF STUDY

Junior Class

First term—Topical Review of Elementary Studies
English Grammar
Arithmetic (Milne)
Latin Grammar (Bingham)
Physiology (Steele)

Second term—Topical Review of Elementary Studies
Rhetoric (D. J. Hill)
Algebra (Wentworth)
Latin Reader (Harkness)
Physics (Steele)

Middle Class

First term—Psychology
English Literature (Shaw)

Algebra (Wentworth)
Caesar
French and German (optional)
Chemistry (Steele)

Second term—History and Science of Education
English Literature (Shaw)
Geometry—(Wentworth)
Cicero's Orations
French and German (optional)
Geology

Senior Class

First term—Methods and School Management
History of World
Geometry (Wentworth)
Virgil's Aeneid
French and German (optional)
Physical Geography (Maury)

Second term—Art of Teaching and Practice Teaching
Essay Writing and Criticism
Trigonometry (Wentworth)
Virgil's Aeneid
French and German (optional)"

President Eldridge expanded this to a 4 year curriculum in 1888, but he followed its general plan, adding some subjects and dividing others. He then differentiated the two courses, calling one the "Pedagogic" and the other the "Scientific". The completion of the first led to the degree of Bachelor of Pedagogy, (B.Ph.) and of the second to the degree of Bachelor of Science (B.S.) By remaining five years and com-

pleting both courses, one could earn a higher degree called Bachelor of Philosophy (B.Ph.)

This curriculum remained practically unchanged for resident students throughout President Eldridge's administration; but besides this there were both correspondence and extension courses for non-resident students. In the main these latter courses were intended "especially for graduates or other scholarly persons, already in the work of teaching but who have not had the opportunity of a systematic course of professional training". In a few instances students on regular courses who found it impracticable to remain in school were permitted to do a part of their work *in absentia.* All who were on either correspondence or extension courses were required to do some work in residence even though they were candidates for advanced degrees. This residence work was done during the summers, for Troy has maintained a summer school in some form almost continuously since its organization, the first one known as "The Normal Institute", having been held in the summer of 1889. Later the name was changed to "The Peabody Summer School of Pedagogy". These summer schools ran from five to nine weeks, and the work consisted largely of lectures and addresses upon professional subjects.

When I became President in 1899, there were so many other problems demanding immediate attention that I had no time for curriculum revision further than to abolish some non-essentials which had gradually crept into the courses, and to modify others which had been rather loosely organized. No other changes than those mentioned in Chapter 5 were made in the curriculum until 1903, when manual training was introduced and a beginning was made in domestic science. The first great change in the curriculum came in 1911, when all of the white normal schools of the State were placed

under the control of one board. Previously each school had its own board and did pretty much as it pleased. The purpose in putting all of them under one was to unify and standardize the work of training teachers for the public schools throughout the State; and, naturally the plan pursued in making the revision was to take the best from each course and make a composite one for all. The extent of the changes from the Troy curriculum may be seen by comparing the old with the new, as shown in the following courses placed side by side.

See the following pages:

OLD AND NEW COURSES IN PARALLEL COLUMNS

	EDUCATION		ENGLISH	
	Old	*New*	*Old*	*New*
Freshman	Psychology	Theory and Practice of Teaching	Grammar	Rhetoric Composition Classics
	Psychology	Theory and Practice of Teaching	Grammar	Rhetoric Composition Classics
	Theory and Practice, School Management	Class Room Management	Grammar	Rhetoric Composition Classics
Sophomore	Psychology	Psychology	Rhetoric	Adv. Rhetoric Themes Classics
	Psychology	Psychology	Rhetoric	Adv. Rhetoric Themes Classics
	Logic	Psychology	Rhetoric	Adv. Rhetoric Themes Classics
Junior	History of Education	History of Education	Rhetoric	Hist. Eng. Lit. Themes Classics
	History of Education	History of Education	English Literature	Hist. Eng. Lit. Themes Classics
	Philosophy	History of Education	American Literature	Hist. Eng. Lit. Themes Classics
Senior	Psychology	Science of Education	English Literature and Comp.	History of American Literature
	Psychology	Science of Education	English Literature and Comp.	So. Literature Juvenile Lit. by Grades
	Science of Education	School Economy	Review of Grammar	Themes Review of Eng. Grammar

OLD AND NEW COURSES IN PARALLEL COLUMNS

	MATHEMATICS		SCIENCE	
	Old	*New*	*Old*	*New*
Freshman	Algebra	Arithmetic Algebra	Physiology	Biology
	Geometry	Algebra	Botany	Biology
	Geometry	Algebra	Botany	Biology
Sophomore	Geometry	Plane Geometry	Physics	Physics
	Geometry	Plane Geometry	Physics	Physics
	Algebra	Plane Geometry	Physics	Physics
Junior	Plane Trig. and Surveying	Solid Geometry	Chemistry	Chemistry
	Spherical Trig.	Plane Trigonometry	Chemistry	Chemistry
	Analytics	Plane Trig. Surveying	Chemistry	Chemistry
Senior	Calculus	Analytics	Astronomy	Chemistry or Geology
	Calculus	Analytics	Geology	Chemistry or Geology
	Calculus Review of Arith.	College Alg. Review of Arithmetic	Review of Geography	Review of Georaphy

OLD AND NEW COURSES IN PARALLEL COLUMNS

	LANGUAGES		ARTS	
	Old	*New*	*Old*	*New*
Freshman	Caesar	Caesar	Drawing	Drawing— Geometrical Linear Freehand
	Caesar	Caesar	Drawing	Drawing— Geometrical Linear Freehand
	Virgil	Caesar	Drawing	Drawing— Geometrical Linear Freehand
Sophomore	Virgil	Cicero	Mechanical Drawing	Mechanical Drawing Design Singing
	Virgil	Cicero	Mechanical Drawing	Mechanical Drawing Design Singing
	Horace	Cicero	Mechanical Drawing	Mechanical Drawing Design Singing
Junior	Horace	Virgil French German	Woodwork Freehand Drawing	Woodwork Singing
	Gen. History French German	Virgil French German	Woodwork Freehand Drawing	Woodwork Singing
	Gen. History French German	Virgil French German	Woodwork Freehand Drawing	Woodwork Singing
Senior	French German	Horace French German	Handwork	Handwork Singing
	French German	Horace French German	Handwork	Handwork Singing
	French German	Pliny French German	Handwork	Handwork Singing

A casual study of the new curriculum indicates that the changes in the departments of education, English, mathematics, and arts were rather drastic, while those in the departments of science and languages were of minor character. On the whole, the new course of study was a distinct improvement, but it was still clogged with a lot of "dead wood" when considered with strict reference to its purpose of training teachers for the public schools. There was too much higher mathematics, foreign languages and technical science and not enough history and other social sciences.

ART TEACHERS AND CHEMISTS IN THE MAKING

In 1914, a separate department of home economics was established and thereafter, until the department was abolished in 1929, its work was a pre-requisite for the graduation of girls, just as manual training was for boys. About the time

this department was beginning to function the normal schools of the State were inspected by Dr. Jno. W. Cook, President of the Normal School at DeKalb, Illinois, and Mr. J. L. McBrien of the Department of Education, Washington, D. C. As a result of their report the curriculums of these institutions were again drastically revised. The departments of education and arts were greatly expanded, higher mathematics was further curtailed, and foreign languages were abolished. History and other social sciences were made into a separate department and given an important place in the curriculum. Verily the pendulum had swung to the opposite extreme, for this curriculum was just about as far away from the first ones adopted as it could be. And why? I think the explanation may be found in the fact that the other higher institutions were beginning to feel the effects of the competition of the normals for students; and board members (practically all of them alumni of these higher institutions) were anxious to reduce the competition as much as possible. To do so, they tried to make the courses of study of the normals as unattractive as possible to non-professional students. In proof of this conclusion, it was just about this time that non-professional students were actually barred from the classes of the normals.

Between 1915 and 1929 about the only important change in the curriculum was the abolition of the department of manual training in 1920. This work apparently had run its course and was no longer in demand; but about this time there arose considerable demand for field extension courses, and at the same meeting which abolished manual training, courses in extension were authorized.

The next, and the last, great change in the curriculum came after the State Board, on April 11, 1929, authorized the normals to add a year as a preliminary step in going to a four-

year basis in 1930. This, of course, required the making of a four-year curriculum and resulted in adding one year immediately and the other the following year. Lest there be confusion in the mind of the reader, let me explain that these teacher-training institutions had four-year courses previous to 1930; but the work of the first two years was not of college grade prior to that date. After 1930 all of the work was of full college grade, and the official name of the schools was changed to "Teachers Colleges". This was such an important step in the development of these institutions that I feel justified in setting out the new curriculum in full. In doing so, an opportunity will be afforded to compare this one with the ones already given and to see just how far we have come in the first fifty years of the College's existence. This curriculum was adopted by the Board on April 11, 1929, and went into effect June 1, 1930. Here it is: (See the following pages)

FOUR-YEAR DIVIDED CURRICULUM FOR THE TRAINING OF ELEMENTARY TEACHERS

(Upon completion of the second year of this curriculum students may graduate and receive the two-year normal diploma which entitles them to a professional certificate good for six years. Upon completion of the fourth year a degree is conferred and a six-year certificate is granted.)

First Year

First Quarter	Times per Week	Cr. Qr. Hrs.	Second Quarter	Times per Week	Cr. Qr. Hrs.	Third Quarter	Times per Week	Cr. Qr. Hrs.
English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3
World History* (Ancient and Med.)	3	3	World History (1500 to 1787)	3	3	World History (1787 to Present)	3	3
Principles of Human Geography	3	3	Geography of North America	3	3	Geography of South America	3	3
General Biology	4	3	General Biology	4	3	General Biology	4	3
Introduction to Psychology	3	3	Child Psychology	3	3	Educational Psychology	3	3
Music	2	1	Music	2	1	Music	2	1
Drawing and Art. Appre.	2	1	Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	23	18		23	18		23	18

Second Year

English (Survey of American Literature)	3	3	English (Survey of American Literature)	3	3	English (Children's Literature)	3	3
American History and Govt. to 1783	3	3	American History and Govt. 1783-1860	3	3	American History and Govt. 1860 to Present	3	3
Geography of Europe	3	3	Essentials of Arithmetic	3	3	Personal Hygiene	4	3
The Teaching of Reading	3	3	Special Elementary Methods	3	3	Special Elementary Methods	3	3
Directed Teaching or	(5)	(3)						
School Management	3	3	Directed Teaching	5	3	Directed Teaching	5	3
Music	2	1	Music	2	1	Music	2	1
Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	21 or 23	18		23	18		24	18

*With the permission of the classification committee a student may elect mathematics in the straight four-year curriculum in lieu of this year of World History.

THIRD AND FOURTH YEAR CURRICULUM FOR TRAINING ELEMENTARY TEACHERS WHO HAVE HAD TWO YEARS OF PROFESSIONAL TRAINING ABOVE HIGH SCHOOL

Third Year

First Quarter	Times per Week	Cr. Qr. Hrs.	Second Quarter	Times per Week	Cr. Qr. Hrs.	Third Quarter	Times per Week	Cr. Qr. Hrs.
English—(Survey of English Literature)	3	3	English—(Survey of English Literature)	3	3	English—(Survey of English Literature)	3	3
Economics	3	3	Economics	3	3	Sociology	3	3
Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6
College Algebra			Coilege Algebra			Plane Trigonometry		
French			French			French		
Field Zoology			Physiology			Field Botany		
Industrial Art			Industrial Art			Industrial Art		
Advanced Educational Psychology	3	3	History of Education	3	3	Principles of Teaching	3	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	17	16		17	16		17	16

Fourth Year

English Drama	3	3	English Drama	3	3	English (Advanced Composition)	3	3
Modern European History, 1813-1871	3	3	Modern European History, 1871 to Present	3	3	Recent American History, since 1900	3	3
Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6
Mathematical Analysis			Analytical Geometry			Analytical Geometry		
French			French			French		
History of Art			History of Art			History of Art		
Practical Arts			Practical Arts			Practical Arts		
Tests and Measures	3	3	The Ele. Curriculum	3	3	Directed Teaching	5	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	17	16		17	16		19	16

FOUR-YEAR CONTINUOUS CURRICULUM FOR THE TRAINING OF ELEMENTARY TEACHERS

(Students taking this curriculum may not be certified until its fourth year is completed. Then a degree is conferred and a six year certificate granted.)

First Year

First Quarter	Times per Week	Cr. Qr. Hrs.	Second Quarter	Times per Week	Cr. Qr. Hrs.	Third Quarter	Times per Week	Cr. Qr. Hrs
English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3
World History (Ancient and Med.)	3	3	World History (1500-1787)	3	3	World History (1787-Present)	3	3
General Biology	4	3	General Biology	4	3	General Biology	4	3
French	3	3	French	3	3	French	3	3
College Algebra	3	3	College Algebra	3	3	Plane Trigonometry	3	3
Music	2	1	Music	2	1	Music	2	1
Drawing and Art. Appre.	2	1	Drawing and Art. Appre.	2	1	Drawing and Art. Appre.	2	1
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	23	18		23	18		23	18

Second Year

English (Survey of American Literature)	3	3	English (Survey of American Literature)	3	3	English (Children's Literature)	3	3
American History and Govt., to 1783	3	3	American History and Govt., 1783-1860	3	3	American History and Govt., 1861-Present	3	3
Principles of Human Geography	3	3	Geography (N. A.)	3	3	Geography (S. A.)	3	3
French	3	3	French	3	3	French	3	3
Field Zoology	4	3	Physiology	4	3	Field Botany	4	3
Music	2	1	Music	2	1	Music	2	1
Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	22	18		22	18		22	18

Third Year

First Quarter	Times per Week	Cr. Qr. Hrs.	Second Quarter	Times per Week	Cr. Qr. Hrs.	Third Quarter	Times per Week	Cr. Qr. Hrs.
English (Survey of English Literature)	3	3	English (Survey of English Literature)	3	3	English (Survey of English Literature)	3	3
Economics	3	3	Economics	3	3	Sociology	3	3
History of Art	3	3	History of Art	3	3	History of Art	3	3
Geography (Europe)	3	3	Geography of Commercial Products	3	3	The Principles of Teaching	3	3
Introduction to Psychology	3	3	Child Psychology	3	3	Educational Psychology	3	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	17	16		17	16		17	16

Fourth Year

English Drama	3	3	English Drama	3	3	English (Advanced Composition)	3	3
Modern European History—1815-1871	3	3	Modern European History—1871-Present	3	3	Recent American History—Since 1900	3	3
The Teaching of Reading	3	3	Elementary Methods	3	3	Elementary Methods	3	3
School Management	3	3	Directed Teaching	5	3	Directed Teaching	5	3
Tests and Measures	4	3	History of Education	3	3	Personal Hygiene	4	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	18	16		19	16		20	16

The catalog for 1930, in announcing this curriculum said "this Teachers College provides a generous, plentiful and liberal education; and, beginning in 1931, will confer a degree which will furnish a satisfactory basis for graduate work in recognized graduate schools of the country". This degree was to be issued only upon completion of the 4-year courses; but the school also continued to grant diplomas and

MUSIC AT STATE TEACHERS COLLEGE

certificates to graduates from the 2-year courses. Admission to membership in the Southern Association of Colleges and Secondary schools on Dec. 6, 1934, gave full effect to the catalog statement concerning credit for our work by all colleges and universities in the United States.

The recent tendency of governing boards has reversed an earlier policy of excluding non-professional students from

the teachers colleges. A close examination of the curriculum under which these institutions are now operating will disclose the fact that ample provision is made for such students; and since 1930 the appeal to them has been greatly strengthened by the addition of chemistry and by raising French to the rank of a full department. The pendulum is swinging back, and it appears probable that the teachers colleges will soon be serving as both teacher-training and liberal arts colleges for the sections in which they are located.

The creation of a special department of physical education for boys in April 1935, and putting it upon the same basis as the one for girls, which was established several years earlier, was the last change made in the curriculum; and it was an important addition in that it indicated the increasing attention being given in modern education to conserving the human element in our national resources.

The curriculum of the Training School, which we regard as the heart of the Institution, is just as important as that of the College itself; but since a full presentation of that unit is to be given in another section, I refer our readers to it for such study as they may care to make of the subject.

Extension Courses—Since extension courses are only college work transported to students usually not in classes on the campus, and since credit is given for them on the college records, they should be considered as a part of the curriculum. Dr. McCall, the recent director of this work prepared a rather complete report on the subject, and I quote from it as follows:

> "Extension work was first introduced in 1889, by Dr. E. R. Eldridge, President of the College. At that time the College was small and had a very limited appropriation from the State; but Dr. Eldridge believed that the importance of the work justified taking the risk of its

paying its own expenses, and, with the consent of the Board, he took the risk.

The establishment of the extension program was the result of the joint action of the State Superintendent of Education, the Peabody Fund Management, and the State Normal College, and represented the first attempt at college extension work in the South. This work was intended especially for teachers already in the work who had not had opportunities for professional training. At first the work was supported largely by Peabody donations, but gradually received additional assistance from State Institute funds and from fees paid by students enrolled in the courses. Originally the fee was $3.00, but in June 1897, it was raised to $5.00 so as to accord with the College term incidental fee.

The extension program consisted of two phases. One phase consisted of home-work on outlines and directions sent out from the State Normal College office. The outlines based on pedagogic books and the directions for work to accompany them were prepared by President Eldridge. The other phase of the extension program was the Peabody Summer School of Pedagogy, which provided an opportunity for students to study and review various subjects offered by the College. In reality the Peabody Summer School of Pedagogy was the attendance part of the extension course. It was a beneficiary of the Peabody fund which was administered by the agent, Dr. J. L. M. Curry, then Agent of the Peabody Education Fund. One or more of these Normal Institutes or Summer Schools of Pedagogy was held annually at various places in the State for a period of four or five weeks under the direction of the Pedagogic Department of the College.

The extension courses for the first nine years were confined to the Pedagogic Department of the College, but on June 23, 1898, the Board authorized that they be extended to include all departments.

The completion of prescribed units of work in the extension program made the students eligible for the various certificates and degrees granted by the College.

The influence of this early extension work was twofold. In the first place, it contributed to the improvement of teaching in this area of the State. In the second place, it was indirectly a great advantage to the College, being largely responsible for the rapid growth of the institution at that time.

Dr. E. M. Shackelford became president of the State Normal College in 1899 and raised the standards of this non-resident work. The higher standards did not appeal to the students, and after the second year extension courses were discontinued. It was revived in 1920, when the State Board of Education authorized the establishment of such courses in the various normal schools of the State.

Dr. C. M. Farmer was employed by the Normal School of Troy to direct and conduct its extension courses and for some years he devoted his entire time to this work, travelling throughout the entire southern part of the State organizing and conducting classes. When first organized, the length of time taken to complete a course was eight meetings of three hours each. The cost of the course was $2.00 and credit of four quarter hours was received by the student. These first classes were usually rather large, very often consisting of at least one hundred students.

Gradually it became desirable for these various extension classes to be taught by the teachers in charge of the courses at the College. The Director of Extension then began to teach classes in the College, and direct the extension program as a whole. The first year that the college teachers conducted the classes, they received only their expenses, but at the beginning of the second year, the teachers were given $5.00 as a bonus for each meeting of the class. This practice has continued to the present time. Gradually the length of a course was changed to ten meetings of three hours each, and the credit was reduced to three quarter hours. The fee was raised until at the present time it is $8.00 per course. Students who do not desire credit for the courses are allowed the privilege of attending by payment of a five-dollar fee. In general the College has never given extension courses to groups other than teachers. From time to time people who were not teaching would take various courses but these were always a minority. Students receive credit not only toward college degrees but also in-service certificates in training.

The College has had a good enrollment in the extension courses since 1920. In the year 1935-36 the enrollment was 516, and probably the average enrollment since 1920 has been approximately 500 students."

And now, as Ernest Rogers of the Atlanta Journal news room would say, I close this section "with this thought": Curriculum-making is a never-ending process. It must change to meet changing conditions. A static condition here means stagnation and deterioration. So, as the years come and go, we must expect changes, and they may be more radical than any that we have seen thus far.

CHAPTER 8

The Faculty

Troy has been fortunate from the beginning in the personnel of its Faculty. I believe that the average rank of its members in ability and personality has been as high as that of any other institution in the State, and I doubt if any of these institutions can boast of as large a proportion of outstanding individuals on its staff. By the way, in writing of the Faculty, I shall have to ignore the fact that I was one of its members and shall ask my readers to be charitable in their judgment of any statement that may seem to be self-laudatory.

Reverting to the first Faculty, I consider President Dill one of the best class-room instructors that I ever knew besides being an excellent executive. He was not prepossessing in appearance like Dr. Eldridge, his successor, nor did he have an attractive personality; but his scholarship was accurate and his ability to impart knowledge to others was exceptional. Professor Morgan's mind was as keen as a rapier, and his noble character impressed itself upon all who came in contact with him. Miss Rousseau was well trained for her work and she laid a splendid foundation for practice teaching in later years; but, being here only one year, she had little opportunity to make a record. Miss Mary J. Moore (afterwards Mrs. Richard Welton) proved such an excellent grade teacher that she was promoted in 1890 to the directorship of the newly created "Model School", a position which she filled with distinction until she left the State in 1896. Miss Catherine Gardner, who, like Miss Moore, was a member of the first "Graded School" faculty, succeeded her as director of the Model School, and the reputation which she made in that position is of more than state-wide extent. Miss Laura Mont-

gomery (afterwards Mrs. Charles Henderson), like Miss Rousseau, taught only one year, but during that time she made a wonderful reputation as a primary teacher. The other members of that first Faculty—Professors Griffin and Kruger, Misses Jenkins and Spratlen, and Mrs. Bowles—were all strong teachers in their respective positions. Hence, I think I am justified in saying that the Institution was fortunate in the Faculty which laid the foundation for its great career.

It is not my purpose to load this story down with detailed comments upon the various members of the Faculty through the first fifty years. But beginnings are always important, and I feel that an exception should be made in telling somewhat in detail of those who began the work upon which others have builded. I also feel that exceptions should be made of a few individuals whose long tenures and oustanding services had much to do with making the Institution what it is today. Look for something along this line in a later paragraph.

One fact that is worthy of mention in writing of the Faculty is the large number of men who have been on it from the beginning. This is so noticeable because the vast majority of students are girls. The percentage of male professors has ranged from 37 to 42, while the percentage of female students has ranged from 60 to 85. Usually the proportion between the sexes on faculties is more or less in keeping with that between students enrolled, but it has never been so at Troy, and I do not feel that our policy has injuriously affected our work. At least, I have heard no complaint from the fair sex of any discrimination against them because of this policy.

This Institution believes that long tenures in education have the effect of standardizing and stabilizing that work,

just as they do work in any other field. The very feeling of security in their positions gives teachers inspiration and courage to undertake great things, and the prospect of remaining long enough to really accomplish something worth while calls forth their best efforts. We believe that teachers should be given sufficient time to prove their worth, and to grow into, and become a part of, an institution. I think this policy explains such careers as those of Charles R. McCall, M. D. Pace, C. L. McCartha, E. M. Wright, F. J. Cowart, Misses Catherine Gardner, Celeste Darby, Loraine Hamil, and Myra Segars—all of whom, save Professor McCall, served more than twenty years, and he doubtless would have done so had he lived. Others who have served fifteen years, or more, are C. M. Farmer, Mary D. Rich, and A. S. Sartain. These are the people who have made the Institution what it is today and have pointed the way that their successors must go. Such work as they have done and are doing has not only molded the character and pointed the destiny of the thousands of young people who have been under their tutelage, but it has profoundly affected the educational history of Alabama.

Several of these great teachers have ceased their labors on earth, but "their works do follow them" and are still serving as inspiration for living thousands to carry on. It is comforting to know that some of them are still in active service and that still others young, capable, and enthusiastic, are coming to take up the work where they leave off.

I cannot conclude this part of my story more appropriately, I think, than with the following extract from an address by Dr. James J. Doster, now dean of the school of education at the University of Alabama, at the dedication of Graves and Shackelford Halls on November 22, 1930. Said he,

> "My connection with the college began when I entered as a student on October 4, 1892, a few years after

it was organized. This date is indelibly fixed in my mind. I met then for the first time that group of able teachers, the like of whom few institutions of similar type can boast,—the cultured McCall, a scholar and a gentleman, whose knowledge of the ancient and modern languages was profound; the able and dignified Pace, a real teacher of mathematics, with a heart of gold, and every student's friend; the scholarly and versatile McCartha, beloved of students, with boundless information, who, it seemed to me, could teach all subjects with equal ease; the aggressive and dynamic Shackelford, the best teacher of history and civics I ever had, a man whose friendship and wise counsel I have valued during all these intervening years. Three other teachers I must mention who later joined the faculty, and whom I, along with thousands of others, will with grateful hearts long remember,—Fletcher J. Cowart, Edgar M. Wright, and Catherine Gardner. Of this immortal group of seven, four now remain in active service. Three—Professor McCall, Professor McCartha, and Professor Cowart—have passed on. Thousands of their former students hold these men in loving memory. Alabama has never produced three greater teachers. They loved the old college and wore out their lives in its service. Though gone, I like to think that their spirits still hover around the scene of their former labors and are rejoicing with us on this occasion today."

Note: Dr. Doster was himself a member of the Troy Faculty for several years prior to becoming a member of the University Faculty on December 1, 1907, and he deserves the same tribute of praise which he so generously bestowed upon his fellow-workers in the extract quoted above.

Justice demands that recognition also be given to that intelligent, progressive, and enthusiastic band of youngsters who have followed and are carrying on the work of these illustrious souls that have crossed the great divide. These youngsters are doing fine work and give promise of lifting the Troy standards to still higher heights as the years go by.

Pictures of the first Faculty, of the one which began my administration, and of the one which will begin the next fifty-year period are found in their appropriate places elsewhere in these pages. Compare them and note their growth in numbers, indicating the growth of the School's patronage.

A word about the work of faculties. As already pointed out, the creating act directed the Faculty to establish courses of study, fix requirements for the admission of students, and prescribe rules and regulations for the internal government of the Institution. It has also been pointed out elsewhere that in the performance of these duties, the procedure of our Faculty was democratic, the resultant action representing the will of the majority. The Legislature and the Board did not fully appreciate the fact that the State's teacher-training institutions bore such a close relation to its public school system and that, in the course of time, their work would be so closely interwoven with that of the State Department of Education. Time and experience have firmly established both of these propositions, and the work of training teachers for the State's public schools is now supervised by the director of instruction in the State Department of Education. Naturally this director regards the presidents of the various teacher-training units as a sort of cabinet for the formulation of general policies, and here, as elsewhere, the rule of the majority prevails. Each president then becomes automatically administrator for his own school of the policies adopted by the majority, whether he approves them or not. Obviously, faculties

have no direct part in making general policies; but, being a part of the State system, they are in honor bound to do their best to make the policies serve the purposes for which they were adopted. It has sometimes happened that policies adopted were approved by presidents and not by faculties; sometimes they have been approved by faculties and not by presidents; and sometimes they have not been approved by either the president or the faculty of an individual school. But I think that regardless of individual opinions, the authorities of every institution in the State have done their best to carry out the will of the majority. I know that this is true of the College at Troy.

CHAPTER 9

Patronage and Clientele

At this point it seems logical to give some idea of the clientele of the Institution and of its growth through the formative period of its history. The one will indicate the classes to whom the normal idea makes its appeal, while the other will indicate the extent and rapidity with which the appeal made its way to the minds and hearts of the people.

Reverting to President Dill's annual report, we find that during the first year 128 students enrolled in what were called "normal classes". Of these, 50 were professional students and 48 were taking only academic studies. The City of Troy furnished 76 of the 128 enrolled, thus proving the contention of those who, in those days, claimed that such schools were largely local institutions and should not be supported at public expense. All schools are local in that they must provide for those who reside in the area adjacent to them such subjects as are common to all education. But all professional schools, such as ours, provide other courses which appeal to those for whom they are especially established. It was these professional courses which drew the 52 non-resident students from nine counties during the first year. It appears that 28 of the local students of the first year also took the courses which prepared for teaching. As a rule, those who took non-professional courses were local students who were either getting ready to enter business or to enter other technical colleges preparing for a profession other than teaching. Those who took professional courses were also of two rather distinct groups—one group with sagacity enough to forecast the great possibilities of the future and with sufficient courage to face prejudice and opposition until the new education should be accepted; the other group consisted of those who

had "lost out" under the old system and grasped at the new as their only hope of rehabilitating and reinstating themselves in the profession. These groups made a rather heterogeneous student body; but they were practically all serious minded and mature enough to make teaching them an interesting and agreeable task.

During the last year of President Eldridge's administration (1898-9) the enrollment in the regular college classes had increased to 158; but the percentage of local students had fallen from 59.37 to 38.47, and the proportion of students taking professional courses had risen from 62.5% to 75.95%. These figures show both a widening of the field of usefulness of the Institution and a growing popularity of the new education. Those students who were doing post-graduate or extension work are not included in this study; but if they were, they would not materially affect the result.

In 1899-1900, the first year of my administration, 195 students enrolled in the college classes, of whom 26.15% were from Troy—a decline of 12.32% from the preceding year —and 78.98% took professional courses—an increase of 3.03%. During 1935-6, the last year for which I have complete information, the total enrollment in residence classes in the college department for the four quarters was 1290, of whom 8.3% were local students and 98.07% were taking professional courses. Comparing these figures with those of the first year—8.3% of local students with 59.37% and 98.07% of professional students with 62.5%—it is seen at a glance how much less of a local and how much more of a professional institution it has come to be in fifty years. The steady and constant decrease of the one—59.37, 38.47, 26.15, 8.3—and the steady and constant increase of the other—62.5, 75.95, 78.98, 98.07—are very noticeable.

Immediately after the close of the World War, the hopes of large profits from business lured many of the best teachers from the profession and left the public schools undermanned; and in order to replace these losses and keep the schools going, inducements in the way of short term certificates were offered to high school graduates who would complete a three months course of training at a normal school. This caused a rush of young and unseasoned students to all of the teacher-training institutions and boosted their enrollment tremendously for a while. Ours reached a climax in 1924-5 with an attendance of 1324. Up to this time the general policy in the State had been to measure the success of schools strictly by the numbers enrolled in their classes. Bigness was the chief concern, and the normals were as much imbued with the idea as any of the other schools, though there had been an effort made by the Board in 1914 to improve the character of the output of these schools by cutting out all non-professional students and confining the schools to the training of teachers. This action by the Board worked a great hardship upon a few worthy and ambitious young people in the communities where the normals were located. It really shut the door of opportunity in their faces, because they were too poor to go away from home to college. It was an injustice in that the law required the respective communities to provide buildings and grounds, and that was usually done by taxing all of the people in the communities. It is gratifying to know that, in recent years, governing boards have pursued the opposite policy of encouraging communities to take advantage of the opportunities for getting a college education for their children at home.

With the single exception just given, no serious effort to limit numbers and thus improve the quality of the work done by the normals was made until Oct. 1, 1926, when pre-normal

certificates were abolished and a full year's work was required before any kind of certificate would be issued. Closely following this forward step, the Board, on April 11, 1929, abolished the high school department of the training schools at the various teachers colleges and limited those institutions to the work of training teachers for the elementary schools. While the purpose of this act was primarily to narrow the field and intensify and improve the quality of the work, it inevitably lowered the grade of students who patronized these institutions. That came about in this way: Higher salaries were paid in those days to teachers in the upper grades of the public schools, and very naturally the strongest students wished to be trained to teach in those grades. When the normals were prohibited from giving them this preparation, such students withdrew and went to other colleges that offered the course desired. Hence, while limiting the field of the normals helped in one way, it hurt in another. In the end, another and very unfortunate result followed the elimination of training for junior high school teaching from the normals. The other higher institutions did not find it feasible or expedient to continue courses for training teachers for junior high schools; and now that part of the school system is suffering, and it will continue to suffer until the need is supplied. Naturally, I think that the teacher-training institutions should do it, because they are so much nearer the real problems involved.

Before leaving this subject, it should be noted that the same day the Board passed the act which resulted in the loss of so many of their best students by the teachers colleges another measure was adopted which gradually offset these losses. That was the raising of the normals to the rank of senior colleges and authorizing them to grant degrees. This advantage far outweighed the temporary loss of students,

even though they were of the very best grade. The one is a permanent gain, while the other is only a temporary loss that can be regained. In fact, these institutions have already gained more than they lost, for their being raised to the rank of colleges secured for them admittance to the Association of Colleges and Secondary Schools. The resulting prestige is attracting many of the best high school graduates.

Still another important step has been taken that has had the effect of compensating the teacher-training institutions for limiting their work to the elementary field. That is the new policy of the State in establishing a salary schedule based upon training, certificates, and degrees, rather than upon the grade or kind of school in which one may teach. This policy has been in operation only two years, but it has already had considerable effect upon the quality of students attending teacher-training institutions. Paying degree-holding teachers in elementary schools the same salaries as are paid to those with the same degrees in other fields encourages more strong, promising young people to enter the field and to remain in college long enough to get the preparation necessary for first class teaching.

The latest step in the effort to raise the standard of teaching in the public schools was put into effect at the opening of the fall term of 1935. At that time school officials in the State felt that the time had come to require two years of training above high school graduation instead of one as a pre-requisite for the issuance of any kind of certificate to a teacher just entering the profession. That had the effect of cutting off a few good students who could not afford the expense of two years in college before being allowed to teach; but it also provided a way for weeding out those who were either too weak to do satisfactory work or too lazy to do it.

It gave both students and the colleges one year in which to prove the student's worthiness.

Considered as a whole this series of steps for improving the work and raising the standards for teaching demonstates both courageous and intelligent leadership and augurs well for the future of education in the State. Abolishing three months courses; eliminating pre-normal certificates; limiting the work of the colleges to one field; raising the rank of the schools to four-year colleges; fixing a uniform salary schedule based upon training; increasing the period of preparation from one to two years—these are the steps in the series, and, judging the future by the past, I think we may confidently look forward to a glorious future for the teaching profession.

Having a little curiosity to know just how many individual lives have been touched by this Institution during its fifty years of service, I made some effort to get the figures, but was handicapped somewhat by not being able to find some of the class rolls and lists of duplications. In making my estimates, I had exact figures for seventeen years, which I used as a basis for calculating those for the rest of the time, and on that basis it appears that approximately 18,000 students above junior high school have been enrolled in our classes. We have graduated 3,094,—nearly 17%.

CHAPTER 10

Financial Support

The financial history of the College began Feb. 26, 1887, when Governor Seay approved an act passed by the Legislature appropriating $3,000 per annum for its support and laying upon the City of Troy an obligation to provide suitable buildings and grounds. On the following day the Legislature passed another act ratifying the purchase by the City of the necessary site, and on May 26 the City contracted for a building—the site and building together costing approximately $11,000.

Since that time the City has helped the College in various ways, not much at a time but a considerable amount when put together. As nearly as I can estimate from the records, Troy has contributed in money, buildings, and grounds, $51,489, the two chief items being the $11,000 mentioned above and $35,000 for the purchase of the new site in 1921. But this $51,489 by no means constitutes the total value of services to the Institution by the City. Work upon our premises and cooperation in legislative and executive matters cannot be estimated in money, but they have been of very great assistance.

The College has received small sums from several sources from time to time for both maintenance and capital outlay, all of which will be mentioned later; but, naturally, the chief support for both causes has come from the State. As already stated, it began in a small way, with only $3,000 per annum for maintenance and nothing for capital outlay. In 1895 that was increased to $5,000; in 1900 to $7,500; in 1903 to $10,000; in 1907 to $15,000; in 1911 to $20,000. This session of the Legislature was the first in the State's history to recognize the normal schools as real State institutions, and it

did so by making special appropriations for the purpose of building a girls' dormitory at each of the white normal schools. It appropriated $40,000 for that purpose, but the money was not made available until the spring of 1915. In 1919 the maintenance fund was again increased to $25,000,

SUPT. R. E. TIDWELL

COLONEL G. J. HUBBARD

TWO LEADERS IN THE FIGHT FOR THE GREAT PROGRAM OF 1927

These two were Governor Graves' chief lieutenants in the fight for the great education program in 1927. Dr. Tidwell's splendid leadership resulted in the unified omnibus bill's being passed by the Legislature; and it was that bill which provided the funds for our great expansion program in 1929-30. We at Troy think Dr. Tidwell deserves a place among our esteemed and distinguished friends.

Col. Hubbard is a native of Troy, a lawyer by profession, a wise and skillful legislator, a firm friend to education in general, and a loyal supporter for this State Teachers College in particular. He deserves, and we are glad to accord him, a place among the group who have rendered distinguished service to both the State and this Institution.

with a proviso that it should be raised $5,000 per annum until the amount reached $40,000 in 1922. This Legislature also made an appropriation for building purposes. This time it was for erecting training schools at the various normals—$30,000 to each school. No further changes were made until

the adoption of the great program in 1927, which increased our maintenance appropriation to a flat sum of $75,000 per annum and a share of an annual appropriation of $100,000 as a teacher-training equalization fund. Troy also received from this program $400,000 for buildings and equipment. A large share of credit for the success of this great program should go to Colonel G. J. Hubbard, who was chairman of the Senate Committee on Education, and, who as such, piloted the bill through that body.

Right here I must say what probably should have been said sooner, viz., that the cause of teacher training has been fortunate in having friends in the office of the State Superintendent of Education since that work began in 1873; but circumstances have enabled some to be of more assistance than others. Dr. John W. Abercrombie, by reason of his long tenure and his intelligent and aggressive policies, has been of great service in helping to establish the teacher-training institutions on a sound basis; Supt. R. E. Tidwell's splendid generalship resulted in the adoption of the great program of 1927; and the persistent and courageous leadership of Supt. J. A. Keller has just brought to a successful close one of the hardest fought campaigns in the history of the State for sufficent funds to enable the schools to function properly. It is also worthy of note here that Governor Bibb Graves occupied the Governor's office when both the great programs of 1927 and 1937 were adopted. Troy is also glad to record its appreciation of the fine cooperation that it received from former Superintendents, W. F. Feagin, and A. F. Harman, though circumstances did not enable either of them to render such signal service as did the others.

When the handsome appropriations of 1927 were made, business was booming and the future looked promising. An ambitious program for expanding the Institution was pro-

jected and was well under way when the awful crash of 1929 came. Courses of study had been raised and many new teachers employed; contracts had been let for buildings; and large plans had been made for expanding the scope of the College's work. But soon after this great beginning had been made the State reached the point where it could not meet its obligations, and "Retrenchment" and "Economy" became key words in the business world. School officials, as well as executives in all other lines, found it necessary to reduce expenses; and a special session of the Legislature in 1932 cut appropriations. But by that time new teachers were at work and buildings were under construction, and contracts for these services could not be repudiated without serious damage to the credit and prestige of the Institution and to the State. Great difficulty was experienced in obtaining cash with which to meet payrolls and pay for supplies. Many creditors, after carrying our accounts as long as they could, were forced to deny us further credit. All commercial transactions were practically suspended, and business was at a standstill. During this period teachers had to go without their salaries sometimes for months at a time, and many of them were without the collateral which was necessary to enable them to obtain loans from banks. The result was that they and those dependent upon them sometimes suffered for the necessaries of life. The situation was desperate, and the Legislature made desperate efforts to provide relief; and it did so finally by submitting to the people two amendments to the State Constitution, one providing for the issuance of debt-paying warrants, and another for a tax on incomes to be used in paying the warrants. The people, on July 17, 1933, approved these amendments, and in March, 1935, the State's debts were paid. By that time, the College owed for salaries alone $83,111.56, and for everything $104,782, besides a large

balance on its buildings account—all of which was paid with State warrants on March 30, 1934. These warrants soon sold at par in the markets, and nobody lost anything except the interest on his money during the waiting period. In the long run, it may have proved a blessing in disguise for some of the less thrifty.

As stated, the Legislature of 1932 cut all appropriations 30%; but business conditions were so bad that the State could raise only sufficient funds to pay about 40% of the remaining 70%. That left the schools about where they were in 1920 save for the enlargement of their plants and the indebtedness incurred on that account. The rest of the ambitious plans projected in 1927 died almost aborning; for, although all debts were paid in 1934, there has not been available for education until now sufficient money to justify reviving any of the great forward-looking plans then contemplated. It is true that the Legislature of 1935 restored, on paper, $15,000 of the $18,750 cut off from the appropriation to the teachers colleges by the legislative session of 1932; but the State has been able until now to pay only about 30% of the total amount appropriated; and, so, these institutions had a hectic time trying to hold out until they could get relief.

GOVERNOR B. M. MILLER

A distinguished lawyer and jurist; successful business man; Governor and *ex-officio* Chairman State Board of Education 1931-35. His championship of the debt-paying amendment and of an income tax with which to redeem the warrants endeared him to the school people of the State; and this Teachers College honors him for relieving it of an almost unbearable burden.

Unfortunately some of the

early records are so incomplete that it was impossible to get exact figures, but I am confident that those given in the following paragraphs are, "to all intents and purposes", essentially correct.

Between the opening of the School on Sept. 19, 1887, and the first of September 1937, the total amount received from all sources for the operation of the Institution (what I call maintenance expenses) was $2,798,174.34. For capital outlay it has received $641,512.82—a grand total of $3,439,-687.16. Of the $2,798,174.34 for maintenance $1,318,288.81 came from the State; $736,637.81 came from fees; $598,173.60 came from board in the dormitories; $67,113.82 from the supply store; $27,500 from the Peabody Education Fund; and $50,460.30 from miscellaneous minor sources such as rents and sale of farm products. Of the receipts for capital outlay $527,023.82 came from the State; $51,489 from the City of Troy; $8,000 from the Peabody Education Fund; $5,000 from the General Education Board, and the balance from miscellaneous sources.

These amounts justify classing this Institution among the important business enterprises of the State, and they call for considerable business and executive ability to handle them satisfactorily. Naturally, too, they require looking into occasionally to be sure that the amounts contributed are being used in the way that they were intended to be used. So, its books and accounts were examined nine times in fifty years. The first, made during the last year of President Eldridge's administration, charged him with a shortage; but, like some other examinations, this one was inspired, and even Dr. Eldridge's most bitter opponents acquitted him of any intention to misappropriate any of the School's funds. Eight examinations were made while I was President, five of which were very complimentary and three somewhat critical of my judg-

ment and methods in handling certain emergencies; but in every instance reviews by the higher authorities thoroughly vindicated my conduct of the School's affairs.

The College also handles a student aid fund of $9,817.76; but since student aid is to be the subject of a later chapter, it is mentioned here only for the purpose of making this section complete.

Since the foregoing was written, the special session of the Legislature, just ended, adopted a 2% sales tax, nearly all of the proceeds from which are to go to the support of education. It is estimated that this will enable the State to pay its appropriations in full and if it does, education will again face the future with high hopes. Supt. J. A. Keller and Pres. H. J. Willingham are to be largely credited with this achievement in behalf of public education.

J. A. KELLER

A native son of Alabama who has devoted his life to education with marked success. He has taught in the public schools, has served as County Superintendent, President of the Alabama Education Association, as State Superintendent of Education, and is now in Columbia University preparing for his new work as President at Florence. His wise and courageous leadership for better teachers and better schools entitles him to a place among our distinguished friends.

CHAPTER 11

Government of the School

All organizations or institutions under our form of government receive their power and authority from their creators. In this case the creator was the State Legislature, and the creating act divided the power between a board of trustees and the Faculty. It also prescribed some of the qualifications and duties of students. For details see the act itself printed in full in Chapter 2.

In pursuance of authority given in this creating act, the Board named in it met in Troy on May 5, 1887, and adopted rules and regulations providing for annual elections of teachers, fixing the school calendar and length of the school day, placing teachers under the direction of the President, and prescribing the form of obligation to be signed by the student teachers. It also directed the Faculty to prepare courses of study and prescribe rules and regulations for the admission of students and the government of the School. After this initial delegation of authority, the government of the Institution was almost completely in the hands of the Faculty for thirty years, except for an occasional legislative modification of the organic law, after which the Board had to put such modifications into effect.

The first course of study prepared under direction of the Board has already been published in full, and because the first rules and regulations were important as a foundation for future codes and because they are short, they are also published in full in Chapter 3. For many years the School was small, discipline was comparatively simple, and it was administered by the President and the Faculty, subject to review by the Board. However, due to the fact that the Normal was educating the City's high school students and that

the School was located almost in the center of the City, the problem of discipline was more complicated and difficult than it would have been otherwise. The first of these causes was largely removed in the fall of 1915, when the Board barred all non-professional students and forced the City to establish its own high school. The second cause, of course, was removed when the College was moved to its new home. However, the very same year that the high school students were eliminated the dormitory for girls was opened, and that brought probably as many new problems as the loss of the high school students had removed.

But before these last two events occurred a very important change had been made by the Legislature in the State's plan for governing its normal schools. Prior to 1911 each school was under the control of a board of its own; and, very naturally, each school had its own policies and standards, some of them differing very widely, almost to the point of being antagonistic. Governor O'Neal and his advisers decided that better results for public education in the State could be obtained by harmonizing and standardizing the work of these institutions; and in order to do so, the Legislature passed an act creating a board of trustees for all of the white normal schools of the State. Of this Board Governor O'Neal was *ex-officio* chairman and Supt. Willingham was *ex-officio* secretary. Accordingly Dr. Willingham drafted for the Board the general rules found below. In carrying out the purposes for which it was created, this Board in 1912 promulgated the following general rules and regulations:

"General Board Rules

Admission of Students

Students applying for admission to the Normal Schools shall be qualified to enter upon the course of study prescribed

by this Board, which qualifications may be determined by certificate from reputable institutions of learning, or by examination.

GOV. EMMET O'NEAL

DR. H. J. WILLINGHAM

First Chairman and First Secretary of a State-wide Board

Governor O'Neal was ex-officio chairman of the Board of Directors from 1911 to 1915. He was Governor when the first State-wide board for the control of teacher-training institutions was established, and was, therefore, the first Governor to serve as chairman of that body. His administration, the first to recognize the State's complete obligation to the teachers colleges, not only increased their maintenance appropriations but it appropriated $40,000 to each for building dormitories. It also unified the work and formulated one set of general regulations for them.

Dr. Willingham, now President of the Florence State Teachers College, was State Superintendent of Education 1910-13, and aided in unifying and standardizing the teacher-training colleges by putting all of them under one board and one set of general regulations, which he himself wrote and which are still used as the basis for the government of these institutions. No one has ever had more to do with legislation which vitally affected teacher-training in Alabama and he is honored accordingly.

Fees

Each pupil entering any one of said schools shall pay at the time of enrollment a library fee of $1.00 for the entire scholastic year, which fee shall be exclusively devoted to li-

brary purposes; and also shall pay, at the same time, an incidental fee of $3.00 for the current term and shall also pay at the beginning of each subsequent term a like fee of $3.00. The tuition fees for the Normal classes in "Class A." schools shall be $12.00 per term payable in advance. The fees above provided for apply to the regular scholastic session of nine months and do not apply to the summer term. Until otherwise ordered, fees in the Model Schools shall be fixed by the President, subject to the approval of the Executive Committee.

The fees provided for in these rules shall be collected by the Secretary of the Faculty, or by the Treasurer.

The Teacher's Obligation

The Secretary of the Board is directed to procure for each of the State Normal Schools a uniform book suitably ruled and substantially bound, wherein each pupil entering the said Normal Schools shall be required to register and sign the following obligation:

We, the undersigned, being about to matriculate for the course of instruction furnished by the Normal School for Teachers, do hereby, each for himself, severally agree that either before or within five years after our graduation from this institution we will teach in the public schools of Alabama for an aggregate period of eighteen months; failing therein, we agree to pay to the said Normal School the tuition fees as fixed by the Board of Trustees which have been remitted us by reason of the execution of this obligation.

Holidays

The following shall be observed as holidays in each of the Schools. Thanksgiving Day, Christmas (which shall be for a period of approximately ten days and which shall include New Year's Day), Washington's Birthday and Lee's

Birthday, Feb. 22nd and January 19th respectively, on which dates appropriate services or exercises shall be held commemorative of the life and character of these distinguished Americans. Such other holidays and such other exercises as may by law be required to be kept or observed in the schools of Alabama shall be suitably recognized.

Discipline

The discipline of these Schools is made as simple as possible. Students are expected to govern themselves, to discharge their duties without compulsion, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform to the known wishes of the Faculty are considered unfit to become teachers.

Every student in the Normal Schools of Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools shall also be required to render strict obedience to all the rules and regulations adopted for the government of the schools, and for the conduct of the pupils thereof. The students shall conduct themselves in a manner becoming future teachers in public schools of Alabama and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the President and Faculty in charge of the schools. Acts of insubordination and defiance of authority, and conduct prejudicial to discipline and the welfare of the school will constitute grounds for suspension or expulsion from school.

Students denied admittance to one Normal School for cause shall not be admitted to another Normal School.

Students may be suspended or expelled from any of the white Normal Schools for the following causes: Disobedience, unbecoming conduct, conduct involving moral turpitude, wilful and continued neglect of studies, insubordina-

tion, insurrection, or inciting others to such action. But students subjected to punishment for any of the foregoing causes have the right to appeal to the authorities under such limitations and regulations as the Board may prescribe."

Naturally, as the School grew, new problems arose and new rules and regulations covering them had to be made. That called for more machinery for administering the government of the Institution, which, up to that time, as already stated, was largely in the hands of the President and the Faculty as a whole. By 1912, administrative problems had become so numerous and complicated that it was found necessary to change the old system, and it was done by classifying the problems and assigning each class to a special faculty committee. The chairmen of the various committees constituted a sort of cabinet for the President, and to each chairman was assigned the duty of seeing that the work coming within the purview of his committee was faithfully performed. In most instances the President had only to approve the report of the chairmen, though he had the right to modify or reject their recommendations; and in every case the right of appeal to the Board was recognized. In the beginning there were only a few committees, but the plan has remained in use and now there are nineteen. A very good idea of the work of these committees can be obtained from the following committee names: Executive, Credits and Classification, Discipline, Schedules, Student Aid, Student Placement, Extension, Assembly, Bulletin, Library, Publicity, Buildings and Grounds, Athletics, Student Publications, Alumni, Social Life, Religious Life, Public Entertainments, Physical and Health Education.

Between 1912 and 1919 the discipline of the School was almost exclusively in the hands of the committee on that subject, because the students refused to assume that responsi-

bility. During all of that time Professor (now Doctor) Pace was chairman of the committee, and the committee's action was usually final. In 1919 a student government was organized with Miss Callie Poole, of Butler County as President. Under this plan the faculty committee was continued but only in an advisory capacity. In 1924, Professor Sartain succeeded Dr. Pace as chairman of the faculty committee, and he still holds that position—a place of great importance as official adviser of the student council. Under the present plan the method of procedure is something like this: charges are first investigated by the student council, whose findings and recommendations are submitted to the chairman of the faculty committee on discipline. If the case be a minor one, his decision is final; if it be of sufficient importance, it is passed on to the President of the College for his action. Since the President's functions are both judicial and executive, he has the right to review and approve, modify, or reject entirely the recommendations sent to him. His decisions are usually final, and can be modified only by action of the State Board of Education. The plan has worked so well that only two or three appeals have been taken to the Board, and in no case has the action of the School authorities been overruled.

Briefly summarizing, the creating act specifically granted certain governmental functions to the Board of Trustees and certain others to the Faculty. In 1911 a new board for all of the white normals was created and was given power to make all needful rules and regulations for the schools under its jurisdiction, and it adopted those given in preceding paragraphs. In 1919, the State Board of Education replaced the board for the normals and took complete control of those institutions; but it has rarely interfered with their internal administration. Since 1919, the students, acting through a council chosen by themselves, have done the larger part of

the discipline work. So, we may say that now the governmental powers of the College are derived from legislative grants, from Board rules, from Faculty regulations, and from student recommendations—a pretty fair and reasonable distribution of authority, it seems to me.

CHAPTER 12

The Training School

Teacher-training is based upon the belief that human beings constitute the greatest asset of nations, and, hence, that the greatest work in which a nation can engage is that of preparing its people for maximum efficiency. That must be done through education, and those who do the educating must be trained for their work. For that purpose normal schools and teachers colleges are established and a science of education has been evolved. But since this science is not perfect and since the objectives of education are constantly changing, there must be some place in the educating scheme for testing and adjusting methods and processes to new conditions. This opportunity is provided in the Training School, which bears the same relationship to a teacher-training institution that a hospital does to a medical school, or an experiment station to an agricultural school. It is a place for proving or testing theories and methods and for obtaining practice in applying them. It is, therefore, the very heart of the teacher-training process; and because it is such, it is the most delicate and expensive part of our educational machinery. I regard it so important that I am publishing in full, in the Appendix, the excellent report made to me by Miss Daisy Parton, former Director of the Training School. Interested readers are referred to that report for fuller information. For present purposes I will have to content myself with giving those phases of it which are essential to the history of the College as a whole; and in doing so, I shall quote rather freely the information gathered by Miss Parton. For instance, she says,

> "Section 14 of the act establishing the State Normal School provides that in connection with the Normal

School there may be established a public school or other school. Accordingly the public schools of Troy were organized at this time in the same building and under the same management as the Normal School".

KILBY HALL, PRESENT HOME OF THE TRAINING SCHOOL

This was done so that the agreement between the authorities of the two systems of schools for mutual help could be carried out. That agreement was stated in the Normal School announcement for 1887-8 in these words:

"The City of Troy, by local taxation, will support a graded school on the most approved modern plan. It will contain all grades from the lowest primary to the high school—each taught by a skillful teacher. This school has been placed under the same management as the Normal School, that it may be used as a practice

> school. In it the Normal pupils will have opportunity for observation and actual teaching under the direction and criticism of experienced teachers. In this they will be taught to apply those correct principles of teaching and school government which it is the mission of the Normal School to inculcate. The practice teaching in this school will form an important part of our training".

This quotation gives not only the organization of our first training school, but also a very fair statement of the purposes in view and the methods used for accomplishing them; and the plan worked as well as any plan could work with divided authority. For, while the Normal School had full direction of practice teaching, the City Board of Education had full control of the grades in which this teaching was done. There came a time when the two authorities did not agree on all points. So, in the summer of 1890, by mutual agreement, the elementary and grammar grades were divorced from the Normal and placed exclusively under the control of the City Board of Education. The Normal retained control of the high school grades, but it organized its own

> "Model School of Kindergarten and eight grades as a part of the Normal, in order to carry on the work of giving practical experience in teaching. . . . Miss Mary Jane Moore was appointed director of the Model School. . . . There was a principal for each department (primary, intermediate, high school) who also was teacher for the grades. In addition to the principals of each department there was a sub-faculty composed of outstanding seniors".

This plan continued without change other than the personnel of its teaching staff until 1898-9, when the City Schools and the Model School were merged; but this arrange-

ment continued only one year. My election as President of the Normal in June, 1899, resulted in a re-separation of the two schools and a reorganization of the Model School. Again quoting Miss Parton,

> "There were a few changes in the (new) organization. At this time the Kindergarten Department was discontinued. The staff organization was changed to consist of the Director of the Model School, a principal of the high school department of seventh and eighth grades, and three teachers respectively for grades five and six, three and four, and one and two. At this time also the enrollment was limited to an average of thirty children in each room. About 1909 the eighth grade was discontinued as a part of the Model School and it continued as a school of seven grades until the year 1921-2".

In 1921 the name "Model School" was changed to "Training School", and a junior high school was set up as a part of the Training School unit. In 1926 a senior high school was added, but this was discontinued in 1930, after the teachers colleges were limited to the field of elementary education. To my mind the most perfect organization that the training school ever had was from 1927-28 to 1930, when each grade had a full time critic teacher, each department (elementary, intermediate, and high school) a supervisor, and there was a director for the whole unit. This plan provided a teaching force sufficient not only to do the 60% of regular teaching required but to properly supervise the 40% of student teaching permitted under the rules of the American Association of Teachers Colleges.

Of course, limiting the work of the college to the training of teachers for elementary schools made it unnecessary to retain that part of the organization which had been used to

train teachers for junior high school work, and it was promptly abolished; but the senior high school department was not abolished until the summer of 1930. Let me say here that this senior high school department was never used for training teachers for senior high schools. It was organized for the purpose of taking care of a small number of elderly students who were not prepared to enter the freshman class after the College was raised to full college grade. These students

LEARNING TO TEACH BY TEACHING

were really non-resident professional students who did not fit into the high school because of greater age and different objectives. Such students were known as "Pre-Normals", and they were taught chiefly by teachers in the college department. The financial crisis of 1930 forced curtailment in the Training School, as it did everywhere else, and we had to give up two critic principals and let the department super-

intendents divide their time between teaching and supervising. In 1935, these part-time supervisors became full-time teachers, and Miss Daisy Parton became director and general supervisor.

In the heyday of the Training School organization Dr. E. M. Wright was its director, Mr. Jno. A. Broxson was superintendent of the high school grades, Miss Loraine Hamil of the intermediate grades, Miss Catherine Gardner of the primary grades, and each superintendent had three full time teachers under his or her direction. I think that was an ideal arrangement, and I hope that the day will soon come when there will be sufficient funds to justify a return to that arrangement.

The best arrangement that the College ever had for practice teaching was from September, 1930, to March, 1932, when the College had also the use of the first six grades of the City schools. The Training School serves admirably as a demonstration school and affords opportunity for some practice teaching; but the classes of young teachers in training have grown so large in recent years that the Training School alone does not furnish adequate practice teaching facilities. Arrangements with the City left the way open for the resumption of this plan, which hard times forced us to discontinue. It is greatly to be hoped that financial relief will enable the College to resume the plan in the near future.

CHAPTER 13

The Library

No college is worthy of the name that does not possess a good working library. We regard it of prime importance, just as much so as the training school. A library is the student's workshop, his source of information supplementary to his text-books and his class-room instruction, both of which are necessarily condensed and presented from the writer's and the instructor's points of view. Fuller information and broader views are obtained by reading various authorities, and this enables the student to develop his own judgment by comparing different views. It also enables him to more correctly evaluate the quality of the instruction given in the class-room—almost an exact parallel with the experience of a student teacher in the training school testing the theories received from classes in education, psychology, and methods. Bacon tells us that "reading maketh a full man", and surely teachers need to be full of their subject. Libraries must supply this reading material, and the more they supply the better; but libraries, like everything else usually have small beginnings, and so it was with ours.

Quoting from a paper on this subject prepared by Miss Charlotte Smith, our librarian,

> "In the very early years of the College there was no library at all. Soon, however, Dr. Eldridge realized that a library was needed and asked for donations from friends of the school. In this way a nucleous of three or four hundred volumes was secured. A *Normal Exponent* of 1894 mentions a group of 225 books which were given by the Y. M. C. A. of Troy during that year. At first the books were kept on shelves in a corner of one of the classrooms. The first librarian of whom any

record can be found was Miss Delilah Champion. She is listed in the College catalog of 1893 as clerk and librarian".

In preparing the rest of this section, I have made free use of other information contained in Miss Smith's report, which, by the way, I consider of sufficient value to warrant its publication in full in the Appendix. Those who are particularly interested should read it in full. Continuing the account of the growth of the library, it had increased to something like 5,000 volumes when I became President; and being in full sympathy with the movement, I redoubled the effort to secure donations, and with fine results. Besides many small gifts, Mr. C. B. Goldthwaite, Sr., donated several hundred volumes from the library of his father, Mr. John R. Goldthwaite, himself a former teacher; and a little later Mr. Carl Tutwiler gave several hundred more from the collection accumulated by his father, Dr. Henry Tutwiler, perhaps the greatest teacher Alabama ever had. Many volumes in both of these handsome donations are out of print and are valuable because of their rarity. At a still later time, the College bought the very valuable library of the late Judge W. J. Hilliard, a book lover who spent a good part of his earnings on first editions, some of which were very expensive.

But the College did not confine its efforts to getting books by donations. It early established a special fee for that purpose; and a few times, when its treasury could afford it, special appropriations were made and invested in books. And now, we have more than 16,000 volumes (besides about 1,000 bound government reports), about 800 of which are reference books. Besides these, the students have access to 150 current magazines and a large file of pictures and other illustrations for use in preparing their recitations and practice teaching work.

In 1909, an important step was taken when Mrs. Charlotte Williamson was employed to classify and catalog the books, thus making the contents of the library more accessible to students.

Prior to 1903, there was no suitable place for a library, and although several thousand books had been collected, they could not be used to much advantage. But when the additions were made to the first building, a large, well lighted, and well equipped room was set apart for that purpose, and it served its purpose well until the erection of a special building in 1908, this latter being made possible by an arrangement with the City of Troy through which a donation of a $10,000 building was secured from the Carnegie Fund. The arrangement with the City provided that the College give the site and furnish certain services, on the conditions that its students and Faculty have free use of the library and that the College retain title to both site and books if later conditions should demand. The City provided other services, in return for which the citizens also used the library upon the same terms as were granted to the school people. By 1920 public interest in the library had dwindled to use by the School and a few club women who used it chiefly for club work; and the finances of the City being at a low ebb, it failed to live up to its part of the original agreement. The property was suffering for lack of repairs. Then it was that the College assumed entire responsibility for the obligations to the Carnegie authorities, and the library ceased to be public in name, though it remained so in fact until the removal of the College in 1930 forced it to turn the building back to the City. This was done on Feb. 17, 1931—since which time it has been used as a community club house.

In the summer of 1930 the library was moved into splendid rooms on the second floor of Graves Hall, where it will prob-

ably remain until the State can afford a special building, as provided in the layout prepared by Olmstead Bros. At present, the library occupies one room 27 by 150 feet, a stack room and a work room, at one end, and a depository at the other. These are all beautifully lighted, and are well equipped with modern furniture and appliances. The reading room accommodates 125, and it is usually pretty well filled.

READING ROOM IN LIBRARY

The 16,000 books and 150 current magazines are unusually well selected for their purpose, and their daily increasing use by both students and Faculty attests the growing appreciation of the library as a factor in modern education.

CHAPTER 14

Extra Curricular Activities

All activities in which the School as a whole, or the Faculty, or the students, engage that are not directly and intimately involved, as in class-room work, may be designated as extra curricular activities, no matter how great an aid they may be to class work. In fact, if they do not aid this work in some way, they would not be undertaken or permitted. Courses of study, recitations, faculty meetings, discipline, schedules, grades, promotions, demotions, library work, certification, graduation, etc., constitute what is generally understood as curricular work. All other is extra curricular. By reference to the list of faculty committees enumerated in a preceding section, it will be seen that ten of the nineteen committees are to look after curricular and nine after extra curricular activities. That does not necessarily mean that the two kinds of work bear the proportion of 10 to 9 in importance; but it does show that we regard the extra curricular work as being worthy of an important place in our planning. Recently I heard a very distinguished educator (Dr. Pendleton), deliver a strong address to a graduating class on "The Value of Incidentals", and the main point in the address was that very often things incidental to routine education have far more influence in molding the character and shaping the destiny of students than instruction received in the class-room. I believe this point is well taken. Hence, in my long tenure as the executive head of this Institution, I gave much attention to extra curricular activities—the incidentals to education.

Among such activities are those pertaining to the social and religious life of both students and teachers; lectures and

addresses, both in our school assemblies and before public audiences; bulletins and other school publications, etc.

For the purpose of fostering this phase of work various organizations have been effected. For the religious life we have Y. M. and Y. W. C. A., student clubs representing various churches, and a dormitory union organization which conducts vesper services regularly. Students are also encouraged to affiliate themselves with local religious bodies, and for this purpose the College provides free transportation. Not only so, but there is a standing committee from the Faculty whose duty it is to supervise and foster this work in every legitimate way. A very good idea of the general character of this work may be obtained from the following statement taken from the *Palladium*:

> "At the opening of the fall season, 1911, Y. M. C. A. committees met the trains, and conducted the students to their Hall, where they were made to feel at home, entertained, and helped in every possible way. In recognition of this work, President Shackelford in his opening address, tendered thanks to the committees.
>
> Three classes in Mission Study and eight classes in Bible Study, aggregating seventy-five young men, have been doing daily work in studying "Decisive Hour of Missions" and "Men of the Old Testament". It has been proved that this work has not interfered with school work, but has rather lifted school work to sublimer regions. It has offered no wisdom to the careless and no security to the indolent. The few minutes of consecrated study taken daily for the punctual fulfillment of the work, braces for greater effort.
>
> The religious programs on Sunday afternoons are great factors in the development of character. With the support and hearty cooperation of the Faculty and the en-

ergetic student body, this phase of College life has a bright future. We feel grateful to Professors McCartha and McKinley for their never tiring services; and to the many faithful members who have put their lives into the work."

The *social life* of the School naturally centers in the dormitory, where teas, dinners, receptions, and other social meetings occur. Several sororities have organizations on the campus, "date nights" are arranged for the young people in Shackelford Hall, and quarterly dances in Kilby Hall—all under faculty supervision. Besides all of this, occasional picnics, swimming pool parties and pleasure trips of various kinds are planned.

As to the social and religious life of the Faculty, not much need be said, because most of the members reside in town, and usually they align themselves with those groups whose work appeals to them. Perhaps it would be interesting to know that practically all members of the Faculty are protestant believers and active members of local churches. Socially, I have always regretted that the Faculty members have so little opportunity for close association among themselves. A small incident in the fall of 1926 led to an organization intended to supply this need. A member of the Faculty was passing along on the campus when another member asked me who she was. Soon after that incident, on Nov. 18, to be exact, the Teachers Dinner Club was organized, and it functioned beautifully until serious money conditions forced us to suspend, I think about four years later. The meetings of this club were held monthly, were thoroughly informal and its programs were among the most original and interesting that I ever witnessed. Since its suspension, the only opportunities for close association of our teachers are at regular faculty

meetings and occasional formal receptions at the home of the President or at Shackelford Hall. The association of the families of Faculty members is even more limited—a fact which, I think, is unfortunate and should be remedied as soon as possible.

Lectures and addresses, both technical and popular in nature, given on various occasions, have constituted a good part of the service which has been rendered by the College to the people of Southeast Alabama, in smaller measure, to the State at large. This kind of work has, of course, been much greater in the field of education than in any other; but religious, social, political, economic and fraternal life have drawn large contributions in service from our Faculty. During commencement season it is not an uncommon thing for four or five professors to be speaking to different schools at the same hour; and it is about the same way during the institute season in the fall. Troy has been fortunate in having had throughout its history some strong and popular speakers. President Eldridge may be mentioned, besides Dr. McCartha, Dr. Wright, Dr. Farmer, Dr. McCall and Professor Sartain. Other members, both men and women, have been called upon for work of this kind; and, of course, the writer has done his share. I feel that the great progress that has been made in this part of the country in the last fifty years along educational and cultural lines has been, in no small degree, due to the leadership furnished by the College. Not only have the members of the Faculty made their contribution to the general welfare, but the College has brought many distinguished speakers and excellent entertainments from abroad to instruct, amuse and inspire. At this writing I recall Dr. J. L. M. Curry, Dr. A. C. Mayo, Dr. Jno. W. Cook, Jno. B. Demotte, Count Ilya Tolstoi, Vilhjalmur Stefansson, William Jennings Bryan, Fred Emerson Brooks, Richmond

Pearson Hobson, Geo. R. Wendling, Geo. D. Strayer, Dr. Wm. Englehart, John Temple Graves (First and Second) and Will Durant. I also remember with much pleasure great concerts by the United States Marine Band, given in Kilby Court, and one last year by the Kryl Band. Besides these, the College has had many excellent commencement speakers who have inspired and encouraged our people to undertake great things.

Under the subject of extra curricular activities I must mention a little piece of work which we "put on" in the spring of 1911 and which attracted much attention at the time. It was called the "*Rural School Lyceum*", and consisted of a series of entertainments organized and financed by the College. Usually the programs were given in the school houses on Friday nights; but after the people learned what these programs were, we had so many calls that we could not get them all in by using only one night a week. In fact, the competition between communities for the programs became, at times, so sharp that we were embarrassed because we could not accommodate all who wanted them; and that had something to do with our discontinuing the work. But the main cause for giving it up was that it became burdensome upon the members of the Faculty. It operated for about four years and during that time it had a wonderful influence in developing community spirit, and incidentally, in popularizing the College. It was really a bit of fine work, and its possibilities are beyond calculation for any institution with sufficient money and man power to put it on without overburdening those engaged in doing the work.

I conclude this part of my story with brief mention of such extra curricular activities as school play days, A. E. A. luncheons, conferences of superintendents and principals and home-comings, all of which have been of incalculable ad-

vantage to the College and have been established as part of its regular calendar. The mere naming of these activities indicates their purposes, but perhaps a sentence or two might be appropriate. Play days bring competing high school teams from all over Southeast Alabama and thus provide a valuable publicity medium. A. E. A. luncheons and home-comings serve to keep the College in touch with the alumni. And the annual conferences of superintendents and principals enable the College and school officials to see each other's problems at close range and consider together plans for solving them. These conferences began in June, 1920, and have steadily grown in both attendance and interest, thus proving their worth to both the College and the public school authorities.

CHAPTER 15

Auxiliary Agencies

Auxiliary agencies as contemplated in the blanks furnished by the State for annual reports consist only of those which involve receipts and expenditures, such as dormitories, supply stores, farms, athletics, etc. These are materialistic in character; and if we give that kind of interpretation to the term "auxiliary", sometimes such agencies are anything else than helpful. They may cause a far greater outlay than the income they bring. But "auxiliary" may include spiritual and social advantages as well as those of a financial character; and oftentimes these are of far greater value than the amount of money involved in their maintenance. Hence, along with dormitories, supply stores, farms, and athletics, should be mentioned such helpful agencies as alumni associations, student organizations, college and student publications (not catalogs), parent-teacher associations, and various other extra curricular activities—all of which have for their ultimate purpose that of aiding the Institution in some way. Then there are some agencies which can scarcely be classified as belonging to either of these groups. I refer to the *Infirmary* and the *Swimming Pool.* Modern education looks upon the conservation of human resources as one of its chief functions. Almost since its foundation this College has had a special school physician—Dr. J. S. Beard being the first; but it was not until the opening of the first girl's dormitory in 1915 that any systematic work of this kind was done. A room was then set apart and equipped for infirmary purposes. Dr. H. M. Weedon became physician and Miss Martha Sproul, head of the department of home economics, assisted him. Dr. W. S. Sanders succeeded Dr. Weedon in 1916, and served until the spring of 1937 when he was succeeded by Dr. Jas. O. Colley, Jr.

Miss Vada Earnest came in 1921 as the School's first trained nurse and she was succeeded in 1934 by Miss Vera Laseter, a registered nurse, still in the service. When Shackelford Hall was planned it provided a suite of eight rooms for an infirmary and they are well located and equipped—among the best I know. I consider this one of the most valuable of the auxiliary agencies.

SWIMMING POOL

The *Dormitory* is chief among the auxiliary agencies, and will be considered first. It should be said in the beginning that while money-making was of only secondary importance in its establishment, there has not been a year since the first one was opened in 1915 that the College treasury failed to receive a substantial surplus from its operation. Sometimes this surplus has meant the difference between a deficit and

a balance in the College budget; but the general policy of the management is to return to students substantially as much in service as the amount paid for board can buy. For obvious reasons board rates are kept as low as is consistent with good service. To date they have ranged from $15.00 to $20.00 per month, the latter being the rate now charged. For 1935-36 the amount turned into the College treasury from this source was practically 15% on an outlay of $36,871.49; but this was an exceptionally good year for the dormitory. A good deal was said about this subject under buildings, and to get a correct estimate of its importance both parts should be considered together.

Farming Experience. After the girls' dormitory had demonstrated how much farm and dairy products were required and how much they cost and the difficulty of obtaining them fresh, we decided that, in the long run, it would be best to try to produce them ourselves. So, in 1920 the School bought 120 acres of land about two miles east of Troy and began to produce milk and butter, farm and garden products, and a part of the fresh meat required. After about two and a half years, this farm was traded in as part payment for the present site, and the equipment was moved there on January 1, 1923. Two more mules were bought and sufficient other equipment for a four-horse farm. In the course of a few years, we had built one of the best herds of Jersey cows and Poland China hogs in this section, and the farm was producing an abundance of food for them. But, for reasons never given to me, the State Board at its meeting on June 9, 1929, ordered all of the teachers colleges in the State to abandon their farming operations at the close of the current year; and, of course, that was done, much to my regret. While the venture may not have proved a great financial success, it did not on an average cost the College much

money. In fact money-making was not its chief purpose. It was intended to provide *fresh* farm, dairy, orchard and garden products at current market prices; and it did povide all except fruits. (The orchard had to be grown). The idea was to get these products fresh when they were needed and at reasonable prices.

Since the *Alumni Association* is so important, I have given its full history as prepared by Mrs. Mary Enzor Bynum, in the Appendix. However, since it has been one of the greatest single factors in helping the College remove early prejudices against its work and in securing funds for its development, this history would not be complete without an emphatic and sincere expression of appreciation of its services by those of us who have been responsible for the conduct of the School's affairs. Mrs. Bynum has been at great pains to gather the facts which she has given in her presentation of this important subject, and it is hoped that the alumni will read and enjoy it. If they do, I am sure that they will realize what a fine piece of work she has done. Mrs. Bynum is patiently trying to perfect the roll of the alumni; but it is an almost impossible task, because so many of the members shift their locations and neglect to notify the authorities. Again, most of the female graduates (and they constitute a large majority) marry and forget to give us their new addresses. We appeal to those of you who read this to write Mrs. Bynum all that you know about any of the alumni. She may, of course, have those facts already; then, again, she may not; and, if she hasn't, what you write will be of great service to her and to your *Alma Mater*.

Like most other good things, the *Supply Store* had a very small beginning. It started in 1922 under the name "Canteen", and grew out of an effort by the Y. W. C. A. to raise funds for the purpose of sending representatives to the con-

ference at Blue Ridge, N. C. It was housed in a wooden shack, a little larger than a goods box, on the campus, and sold only such little articles as pencils, tablets, candies, etc. After a short time, three of the school boys, Corley Chapman, Robert Brown, and William Bower, bought the interest of the Y. W. C. A. and operated it as a private enterprise, but under the general supervision of the College. In the summer of 1929, it was made a school project, and Professor Sartain operated it, turning the profits into the school treasury. During that summer the "canteen" also became a book store on a limited scale; that is, it bought and sold second hand books. It also began to handle mail for the students. When the College was moved to the present site in September, 1930, the "supply store", as it has been called since that removal, became a very important auxiliary. It began to handle all of the books used by the college students, and a good proportion of other college supplies. It, of course, continued to handle drinks, confections, sandwiches, etc., but on a much larger scale. Its facilities for handling mail were greatly extended; and, in order to do all of this work, it was given one of the nicest basement rooms in Graves Hall. In the summer of 1935 a Bastian Blessing soda fountain was installed, and in addition to drinks it now provides service for luncheonettes. Some idea of the importance of this agency may be obtained from the volume of its business for the year 1935-36, which was $12,008.07. This will undoubtedly increase in the future. The installation in September, 1936, of a new post office outfit, with private boxes will enlarge and improve that service, and will make this the most popular place on the campus. It is already a social and recreational center for both students and Faculty while not in recitations, and is supplying these badly needed facilities as nothing else could do it.

The Training School Parent-Teachers Association was organized soon after the Training-School was moved to Kilby Hall on September 15, 1924; and since that time it has been a very important factor in making that unit of the College one of the most attractive and efficient training schools in the country. Not only has the Association helped in furnishing the building and beautifying the grounds, but it has done an even greater service in bringing the homes of its parents into closer harmony and sympathy with the work in the School. Among the important contributions to the physical equipment may be mentioned the beautiful stage furniture, drop curtain and window draperies, and a fine Mason and Hamlin grand piano. It also donated many flowers and shrubs for the grounds, and in various ways has made Kilby Hall one of the beauty spots of the campus. But the moral and spiritual atmosphere generated by the membership both in the Training School and among the general public in support of education is worth far more in the long run than all of the material contributions that the Association has made or can make. I look upon it as one of the College's most valuable auxiliary agencies.

Athletics has come to be recognized as an important auxiliary agency of practically every college, and with some it has grown to almost major proportions, so much so that some of the young people taking part regard it as an end rather than a means to an end. It is no surprise, therefore, that some of the best institutions of the country have found it advisable to place restrictions upon it; but very few, if any, have prohibited it entirely. They can't do so without losing a good part of their patronage, because the subject holds a powerful appeal for the normal youth of the land.

Troy has never been very strong for, or in, athletics although it has at Pace field what is said to be one of the best

fields in the country. By the way, I think it was one of the first fields in the State to be lighted for night games. Troy could not go deeply into athletics, first, because it has not had the money to put into it on a large scale; and, secondly, our type of work does not appeal strongly to young men except those few who wish to prepare for teaching. That naturally reduces the athletic eligibles to comparatively small num-

ART IN PHYSICAL EDUCATION

bers and places our kind of school at a disadvantage in competition with other kinds having a larger enrollment of boys. But we need enough male teachers to do certain kinds of work in the field of elementary education and the teachers colleges must train them for it. Hence, we offer courses in coaching athletics and in physical education and have done so in varying degrees for many years. As far back as 1910 Professor McKinley had teams in both football and

baseball. Professors Campbell, Ford, Bynum, Gaumer, and Elmore have served at various times as directors of this work, but at no time has it been their only or chief work. They have all given the major portion of their time to teaching other subjects in the curriculum.

Athletics was never considered by us primarily as a money-making agency; but indirectly it has proved to be of substantial benefit, as may be seen from the following facts: In 1930-31, the last year in which we had no distinct department of athletics, the total enrollment in the four college classes during the regular session was 377—57 boys and 320 girls. Last year (1935-36) the total enrollment on the same basis was 770—194 boys and 576 girls. This shows that while the number of boys increased 240.35% the number of girls increased only 80%. The average percentage of growth under normal conditions is from 10 to 15%. Let us take 15% as the basis. In four years it would be 60%, and that percentage of 377 is 226 plus. But the actual increase was 393, leaving the difference to be accounted for on some other basis. I believe that the additional 167, or a vast majority of them, were brought to Troy because of the fine advertising by the teams which have represented the Institution. Suppose we say that only 100 came on that account. If each pays fees of $60.00 for the year the income of the College would be $6,000 greater, without counting laboratory fees. Deducting from this amount $949.47, which was the net cost of maintaining the department last year; we find that our treasury was the gainer by $5,050.53 last year, and so it has been each year since 1931-32. I have serious doubts whether there would have been any increase at all during the hard years of 1931-32, 1932-33, 1933-34, and 1934-35 had we not had athletics. In that case all of the increase might be credited

to that cause and the income of the Institution from that source would have been far greater than $5,050.53 per annum.

CHAPTER 16

Student Aid

All education may be called student aid in a general way, but the term is used here in a more restricted sense, viz., that of helping certain individuals attend school. Throughout the history of education some students have obtained their training by means of philanthropic assistance; but systematic plans for this kind of aid are of comparatively recent origin, the latest being that sponsored by the United States Government through the National Youth Administration, which, by the way, will be described in its proper place.

Student aid such as is contemplated under this heading began at this Institution almost simultaneously with its organization. At its opening, or very soon thereafter, a poor, crippled boy from Rose Hill in Covington County, appeared on the campus and indicated both his desire to enter school and his lack of means with which to do so. He was a stranger to the Faculty, and no one felt warranted in assuming responsibility for his expenses; but in a short while he interested Mr. Paschal Baker, a citizen, who proposed to arrange for his board if the School would take care of his fees and other school expenses. I recall that I agreed to furnish his books, but I do not remember what arrangements were made about his fees. I do know that Henry Jones (for that was the boy's name) entered school and made a good record. I know, furthermore, that he afterwards became a prominent and useful citizen and served his State well both as a circuit solicitor and as a member of the lower house of the Legislature. He is now a prominent attorney in Andalusia and is respected by all who know him. Our experience with Henry Jones encouraged us to help others from time to time, and

very rarely, if ever, have we had cause to regret our investments in these young people.

The first systematic plan for student aid was that adopted by the Board in 1897, and is known as the "Legislative Scholarship Plan". The reader may recall that this plan mentioned in Chapter 4 provided "a full tuition and incidental scholarship for two years" to one student for each member of the State Legislature. The plan proved rather popular and brought some excellent students to the College; but because of the slender financial support of the Institution, it could not bear the burden which the plan forced upon its treasury, and it had to be abandoned after a few years.

In 1901, the Board, as an expression of appreciation for the services rendered by Mr. S. J. McLeod, of Orion, who fathered the bill in the Legislature creating the College, established a free scholarship for the benefit of his family. His children took advantage of this opportunity and attended the Institution until they all graduated.

Graduating classes for the years 1904, 1910, 1917, 1918, and 1920 established loan funds for the benefit of worthy young people who need help to attend college. All except the class of 1918 limited the amounts to $100.00 per annum, the one for 1918 being $150.00. In addition to these class scholarships, the late Hilary Herbert Holmes, of the class of 1904, gave a $50.00 scholarship as a memorial to his mother, Lucinda Vaughn Holmes. In 1925, the Honorable Victor Hanson, owner of the *Birmingham News,* established a fund of $2,500, to be known as "The Birmingham News Revolving Loan Fund". It was paid in installments of $500 per annum for five years, and was to be loaned at 6% to worthy students in such amounts as the College authorities might approve.

The Cowart loan fund of $592, established in 1928 as a memorial in honor of his great life, is administered by the student aid committee of the Faculty upon the same plan as is used for handling all trust funds.

The "A Club" of the College has raised a small amount, which it uses in its own way to promote its own work. It may or may not be considered as a part of the student aid program, but I thought that it should at least be mentioned in connection with it.

In addition to these loan funds, several gift scholarships have been established. Those now being used are the Elizabeth Bashinsky, established in 1917; the Helen Bashinsky Case, 1921; C. L. McCartha, 1922; L. H. Bowles, 1923; Maggie Henderson, 1927; and the Allie Murphree Carroll, 1937. All of these are endowed and the interest, amounting to $100 each per annum, is given worthy young people who are chosen with great care from numerous applicants. The first two of these scholarships were endowed by the family of Mr. L. M. Bashinsky; the one for Dr. McCartha was sponsored jointly by the alumni and the U. D. C.'s; the one for Capt. Bowles, entirely by the U. D. C.'s; and those for Mrs. Henderson and Mrs. Carroll, by the Philathea Class of the First Baptist Sunday School of Troy. Dr. J. C. Foshee, Grand Rapids, Mich., a former student at the College, began a memorial scholarship in 1925 for his mother, Mrs. Irona Popwell Foshee; but after continuing it as such for ten years, he changed it into a loan fund of $100 per annum. A sizable amount has been raised for a memorial scholarship to the late Dr. E. M. Wright, and its sponsors (chiefly his former students) hope to complete both it and the Cowart awards in the near future.

Practically all loan funds and a majority of the scholarships are administered by the College through its faculty commit-

tee on student aid; but a few are administered by the agencies which contributed them.

Another means of aiding worthy and needy girls was provided when the girls' dormitory was opened in 1915. A certain number were given the opportunity to earn half of their board by performing certain services in the dining-room, and that plan has become an established policy of the Institution.

Again, and in accordance with a well-nigh universal practice, a few advanced students of high proficiency are used each year as departmental assistants, and are allowed a small compensation for their services.

In the fall of 1930, the Federal Government, as a part of its program for overcoming the depression and at the same time promoting the future welfare of the nation, allotted funds for the purpose of aiding young people to attend college. The plan provided for a number totaling 12% of the enrollment of each College on October 15th preceding, and fixed the per capita allowance at sums ranging from $7.50 to $20.00 and averaging $15.00 per month. It also stipulated that no one would be eligible to share this benefit if he or she could attend college without aid. The purpose was to increase the total number of college students in the country by 12%. The plan has really done more than that; for the publicity given to education by the wide advertising of this program and the sharp competition among applicants for this help brought to the colleges perhaps as many others who could not obtain this kind of assistance. I share the hope of practically all educators that this is but the beginning of Federal participation in the education of future citizens of the Republic, especially if its future policy permits the States as much freedom in administering Federal grants as they have in this instance.

There are a few other student-helping agencies not under the jurisdiction of the College, but which are none the less appreciated by it and its students. A few fine young people have been aided by such organizations as the Masons, Rotarians, etc.; and others by the Geographic Study Club, the Philathea Sunday School Class, U. D. C. chapters, County home demonstration Clubs, etc.

Finally, among the material aids may be mentioned employment by merchants, hospitals, hotels, etc., of students for work on Saturdays and at other times when they are not engaged in school work.

Perhaps the most important aid that any institution can render is to put its students into fit places after training them, and I presume that they have been doing that from the beginning. In the case of this Institution, I find that as early as 1893 President Eldridge offered through *The Normal Exponent* "to supply teachers if those needing them will describe their needs and their school situations". By 1913 this phase of our work had become so important that a special faculty committee was appointed to look after it. Professor Wright, head of the department of education, was chairman of the committee, and continued in that position until his death in 1935. During that time the work grew to great proportions, and Dr. Wright made a splendid reputation for his success in placing our students in good positions. Some idea of the magnitude of this work may be obtained from the following facts, which are taken from the "Bulletin" for January, 1924—thirteen years ago:

> "Number of teachers placed during the preceding season, 291; volume of business represented, $185,000; amount of commission saved to the teachers, $9,000". (This service is rendered by the College free of expense to its students).

It would be very interesting to know just how many young people have been specially aided in securing a college education at this Institution, how many have been aided in securing good positions, and how much commission has been saved for them; but, on account of the fact that no records of this work were kept in the early days, it is impossible to get this information. Suffice it to say that the work has grown considerably since the figures for 1924 were compiled. We will have to let our imaginations supply the missing information.

Since the death of Dr. Wright this important work has continued very successfully under the direction of Dr. R. H. Ervin, teacher of psychology.

CHAPTER 17

Literature of the College

The literature of a college is usually divided into three parts —one of a business character, such as catalogs, reports, annuals, school newspapers, and routine announcements; another of text-books for use in the school-room; and a third in the field of general literature. The first two kinds are a necessity, while the third is more or less a luxury; and because it is a luxury, it is dependent upon leisure, and wealth. Naturally young and struggling institutions like ours have neither the leisure nor the wealth necessary for the production of much general literature, no matter how much literary ability may be possessed by their staffs. But an obligation rests upon every institution to contribute whatever it can to the sum total of the world's store of wisdom and pleasure.

Our College has not yet been able to contribute much; but it has made a beginning, and it is my purpose to draw attention to some work done by members of our staff, which, in my opinion, is worthy of a larger clientele than those to whom it has hitherto been accessible.

Catalogs and Bulletins—Of these routine and technical publications little need be said, as they are taken for granted and are inevitably limited to the narrow field of "shop" announcements. Such, of course, have been issued in some form since the College was founded, though from 1893 to 1899, certain issues of the *Normal Exponent* (about which we will hear more presently) were substituted for the conventional catalog. Dr. R. H. Ervin, the present editor of publications by the College, recenty made a study of those heretofore issued, and the following are some of his comments on them: Of the first announcement issued in July, 1887, he says,

> "It is almost a masterpiece of condensation, clarity and force. Simplicity, strength, and modesty are combined in its expressions. In fact, all of the 19th century publications show a sound appreciation of the educational ideas and ideals of Pestalozzi and of the educational thinkers of the 19th century of America. Less consideration is given to Herbartian doctrines, and still less emphasis is placed on Froebelian principles and theories. . . . The regulations as a whole express a fine and broad philosophy of education".

There were no marked variations in these policies and practices during the first twelve years; but in 1899, according to Dr. Ervin,

> "the college catalog emerged as a record of college offerings and personnel",

and it continued in that form until March 12, 1914, when the "Bulletin of the State Normal School (now State Teachers College), Troy, Alabama", a quarterly bulletin was entered at the Post Office as second class matter. Since that date the July issue of the Bulletin has been used as a catalog, and many other issues have been devoted to routine announcements.

As to text-books, only one by Dr. C. M. Farmer, on general biology, and one on "The Science of Education" have been published, but I am informed that Dr. Ervin hopes to issue soon a psychology for college freshmen. While I was teaching, I prepared outlines for my own use in teaching both Alabama and United States history, but they were not published. I also organized in 1893-94 and 1894-95 a series of twenty lectures on general history and wrote three of them myself. Other writers were President Eldridge, Dr. McCartha, Prof. Griffin, Dr. John F. Purser, Mr. E. H. Bashinsky, Miss Mary J. Moore, Prof. F. J. Cowart, Dr. Robert H. Harris, and

Prof. Charles R. McCall. All of the series (except one, which is doubtless only misplaced) are in the college vault in good condition; and, waving aside my part of the work, I believe that these lectures would make about as good course in general history as I know. It is hoped that some day the series will be brought down to date and published under the auspices of the College.

The Normal Ray—In November, 1890, the Baconian Literary Society sponsored a publication called the *Normal Ray,* and named Ira Champion as editor-in-chief, and Misses Lizzie Lane, and Virginia Champion and Messrs. Charles F. Capps, John Watson, and Edgar Wright as assistants. It was a four-page, four-column paper and was issued monthly, the subscription price being fifty cents. Quoting from its salutatory:

> "*The Normal Ray* enters upon its course not to reap the countless millions, not to reform the affairs of our government, but to tell of the progress of the State Normal College at Troy, of which the Baconian Society is a part, to keep the outside public posted as well as keep before the eyes and minds of the former students of this Institution the grand progress of their Alma Mater".

The paper presented a neat appearance and was filled with information that would be very interesting to the students and friends of those days, if we only had space to reprint it here. Several numbers were issued, but, unfortunately, I have been able to find only numbers 1 and 7 and 8-9 of Volume I. I hope that a complete file may yet be found and deposited among the archives of the Institution. By the way, number 7 is devoted almost entirely to accounts of the collapse of Folmar's opera house in May, 1891, (which killed Misses Annie Foster and Fannie Lou Starke) and the death

of Miss Leila Eldridge, who had gone to California to nurse her brother George desperately ill there. He recovered and his sister died suddenly and very unexpectedly. A very full account of the opera house catastrophe and of the funeral services for both its victims and Miss Eldridge left little space for anything else in that issue of the paper; but there was a little more general news; and, now, nearly fifty years after, everything in the issues that I have is interesting to those of that period, even the advertisements.

The State Normal Exponent—As stated elsewhere, President Eldridge felt under the necessity early in his administration of finding a medium through which he could combat prejudice against, and overcome opposition to, normal schools and the professional training of teachers; and for that purpose he founded, in 1893, the *State Normal Exponent,* a double-column, quarterly magazine of from 35 to 40 pages. It was entered at the Post Office at Troy, Alabama, as second class mail matter, and Vol. I, No. 1, was issued in August, 1893. Its opening paragraph reads as follows:

> "In making our appearance before the educational public, it is proper for us to state our reasons for doing so, which we proceed to do in order, to-wit."

Then follow five paragraphs giving reasons for establishing the magazine, but space will permit only the following condensations: First, there is no journal south of Mason and Dixon's line devoted exclusively to the advocacy and defense of normal schools, and they need one. Secondly, many of the normals haven't even a college journal to build them into strong units. The third purpose is to strive for recognition and acceptance of teacher-training as an essential part of the public school system. In the fourth place, the *Exponent* was the mouth-piece of the Peabody Summer School of Pedagogy, a new venture in education in the South, and it needed

publicity. Finally, the College authorities desired to keep in touch with their students in order to test the efficiency of their work. While President Eldridge did not mention it in this connection, he had a sixth purpose, viz., that of economy, in letting one issue of the *Exponent* serve in lieu of a formal catalog. And so, while no catalogs, as such, were issued during the period of the publication of the *Exponent*, every number of it contained valuable material advertising the Institution. Of course, this policy made the files of catalogs incomplete, even if we had complete files of the *Exponent;* but I think far more was gained than lost. There was enough of advertising, and besides there was an abundance of splendid material for promoting the five purposes set forth by President Eldridge in his salutatory—enough and of such quality, if selected and bound, to serve as a valuable handbook on teachers colleges and special training of teachers. By the way, if any reader of these pages could aid in completing the files of either the *Normal Ray* or the *State Normal Exponent*, he would render a valuable service to his *Alma Mater*.

The *Bulletin of the State Normal School* (now State Teachers College)—From 1899 to 1914 the College issued no regular publication except its annual catalog, but on March 12, 1914, the *State Normal School Bulletin* was entered at the Post Office at Troy as second class matter. It has the same dimensions as the regular catalog number that is published in July except as to the number of pages, which, of course, varies from number to number, according to the needs. Some of the other quarterly issues are largely occupied by formal announcements but there are still others, and they afford a fine avenue through which rich experiences and valuable observations find their way to the public. For instance, in glancing back through the files, I find such subjects as "The Rural School Lyceum", "Vocational Efficiency", "The

Model School", "Professional Preparedness", "Emergency Preparations", "A Historic Pageant of Alabama's Hundredth Anniversary", "Training in Service", "Address to the People of Alabama on Her Educational Needs", "The Dedication of the New Plant", and a research report on "The Relative Efficiency of Oral and Written Arithmetic Computation"—enough, if put together, to make a very good volume of valuable reference material.

It will thus be seen that I thought well enough of President Eldridge's venture with the *Normal Exponent* to follow suit with the *Normal School Bulletin;* and indeed it has proved a valuable asset to the Institution, in spite of the fact that financial conditions during the past few years have not permitted spending much money on it.

The *Palladium*—To mark the quarter-centennial of the College, authorities and the students united in the delightful work of getting out a sort of annual called the *Palladium.* I say a "sort of annual" because it was not really an annual at all, as only six numbers have been published since it began in 1912. The name *Palladium* was doubtless chosen in honor of the first newspaper ever published in Pike County, a democratic paper which was started in 1851 and was edited by James M. Norment. Professor F. J. Cowart was editor-in-chief of the first issue of the Palladium, and his foreword is such a complete analysis of the first number, and is so delightfully written that I take pleasure in quoting it in full in the Appendix.

I think nothing more need be said on this subject than that the other numbers were issued in 1919, 1923, 1925, 1929, 1937.

The *Tropolitan* is in the form of a regular four-page newspaper, and is published as a bi-weekly. It is entirely under student management, though a faculty committee on student

publications acts in an advisory capacity. This paper circulates chiefly locally, but it also goes to high school students in the surrounding country, and thus serves as a medium of publicity for the College as well as a mirror of life in general on the campus.

The foregoing together with occasional special bulletins, view-books, and a few gems which may be found in the Appendix, comprise the publications issued or sponsored by the College.

CHAPTER 18

Odds and Ends

Among my notes I find a number of interesting items for which there seemed to be no good place in the body of this historical sketch and yet they are too important to be omitted entirely. The story would be, I think, both more complete and more interesting if they are included even if they have to be in this more or less detached way. No effort is made to relate them, though, in some cases, their connection is obvious.

The first of these "unrelated" items is vitally connected with the entire history of the College. In fact, the principles contained in it are so fundamental that I think they might very appropriately be called "The S. T. C. Creed", because they have formulated the policies of the Institution and guided its actions from its foundation. I submit them with the idea that the readers of this volume may the more clearly see, and thus the more fully appreciate, the motives which guided throughout the history of the Institution.

1. *The S. T. C. Creed*—The State Teachers College believes in the education of every human being; it believes this absolutely essential to the success of government of the people by themselves; it believes that education is both a function and a duty of the government; it believes that the educating process is both a science and an art, and that those who engage in it should be trained in both; it believes that in education, as in everything else, the foundation is the most important part, but even that must be laid with reference to what is to be built upon it; it believes in a complete system of education, closely articulated and each unit working together for the general welfare; it believes in broad general education as a pre-requisite to specialized training for any vocation; it believes that all education should lead to efficient living; and,

finally, it believes that character building is the most important part of all education.

2. *The Visit of the Ogden Party*—The visit of the Ogden party on April 23, 1904, was made a great occasion by Troy because that distinguished party did not often visit places as small as Troy. It made an exception in this instance because the organization which it represented (The General Education Board) had previously invested the sum of $5,000 in the College, and naturally it wished to see what use had been made of the money. The College and the people of Troy, in order to show their appreciation for this donation, gave a reception in honor of Mr. Ogden and his party, and the party expressed themselves as more than pleased with the result of their investment and their visit. It had been announced that this organization had millions at its disposal for the aid of education in the South, and as it had shown its interest in Troy in a small way, our people hoped that that was only the beginning of great things for the School. But soon thereafter the Board discontinued its aid to State supported institutions, and the subject was dropped.

3. *The Abolition of Teachers' Obligations*—On December 1, 1907, Governor Comer issued instructions to School officials to discontinue requiring prospective teachers to sign obligations to teach. He said that was a discrimination against the teaching profession, as no other classes were forced to sign obligations, even though they were attending State supported institutions. Hence, the only obligations now required at the teacher-training institutions are for non-resident students who do not expect to teach in the State. The Board on June 8, 1926, fixed for such students an extra fee of $15.00 per quarter. Usually the number of these is negligible though.

4. *Naming the Buildings*—The practice of naming school

buildings in honor of men and women runs back into the years. With us it began in 1915, when the first girls' dormitory was called Laura Henderson Hall, her husband, Governor Henderson, preferring that the honor go to her rather than to himself. Later the State Board of Education adopted a resolution providing that future buildings (if only one) be named for the Governor in office at the time the appropriation for its construction was made. If that had been the policy when Henderson Hall was built, its name would probably have been O'Neal Hall, for, as has already been shown, the appropriation was made by the O'Neal administration and before going out of office, Governor O'Neal issued the warrant for its payment, but the money was not made available until after Governor Henderson was inaugurated. This resolution accounts for the names Kilby Hall and Graves Hall. A special resolution adopted in 1928 named Shackelford Hall.

5. *A Four-Quarter School Year*—In order to accommodate that large body of public school teachers who cannot afford to cease earning in order to continue their education, the teachers colleges of Alabama in 1917, expanded their summer school into a full quarter, and offered regular courses leading to a full quarter's credit. This enabled teachers who were at work during the fall and winter to enter college in the spring, continue through the summer school, and thus get two-thirds of a year's education without losing time from their earning period. The plan also offered an opportunity for those who could remain in school continuously to complete a four-year course in three calendar years. The plan worked so well for the teachers colleges that it soon became the general practice throughout the State. The only variation from this plan since its beginning in Troy was during the summer of 1933, when there were not sufficient funds to maintain that quarter.

6. *The S. A. T. C.*—During the World War the College joined numerous other educational institutions throughout the country in the efforts of the Federal Government to help win the war and make the world "safe for democracy". To that end it arranged with the Government to take care of a unit of the Student Army Training Corps. This unit consisted of 112 fine young men drawn from the surrounding country, and was mustered into service on Oct. 8, 1918, by Major Freeman, assisted by Lieut. A. L. Shuler, both of the U. S. army. Major Freeman was almost immediately transferred to other work, and on Oct. 27, he was succeeded in command by Col. E. S. Benton, who, along with Lieut. Shuler, remained until the unit was mustered out on Dec. 11, the war having ended just a month before.

7. *Movies in the College*—Perhaps few know that the College owns a moving picture machine; but it does, and it dates back to 1919, when that fine fellow of many talents, the late lamented Joseph A. Boyd, was a member of the College staff. Joe operated the machine and it did good service as long as he remained with it; but when he resigned, the movie programs were discontinued simply because there was nobody to operate the machine, and it is still idle, though a special room was provided for it in the auditorium of Kilby Hall. It is hoped that the condition of the School's treasury will soon warrant a large extension of this phase of visual education.

8. *Qualifications for Members of the Faculty*—Prior to Feb. 6, 1920, members of the faculties of the State teachers colleges were chosen at the discretion of their respective presidents; but the newly appointed State Board of Education, in an effort to further standardize and unify the system of teacher training, graded the various positions, prescribed qualifications for their occupants and, within certain limitations, fixed their salaries. Grading positions and fixing

salaries applied to all members whether old or new; but, of course, the qualifications applied only to those who should come into the Faculty after the regulations were adopted. The positions, qualifications, and salary limits fixed by the Board on October 7, 1927, are as follows: Presidents, at least an A. M. degree, preferably Ph. D.; experience, ten to fifteen years; salary, $4,000 to $6,000. Deans, same degrees and experience, but salaries from $3,000 to $5,000. Full professors, same degrees; experience, three to five years; salaries, $2,400 to $4,500. Associate professors, same degrees; experience, three to five years, salaries, $2,100 to $3,600. Assistant professors, M. A. or M. S. degrees; experience, three to five years, salaries, $1,800 to $3,000. Instructors, preferably A. M. or M. S. degrees; no experience required; salaries, $1,500 to $2,400. Stenographers and clerks, $900 to $2,100.

9. *The Great Publicity Program of* 1924-5—While this topic belongs primarily in a history of the Alabama Education Association, it has a very close connection with the history of the College also. I happened to be President of both the College and the A. E. A. that year, and I devoted far more time to the latter than to the College. I did so realizing that the future of not only the College, but of education throughout the State depended largely upon the outcome of the publicity campaign to be put on that year. We adopted the slogan "Give the People the Facts", and we so thoroughly organized and aroused the State that during the following State campaign practically every candidate for a State office was committed to our education program. This campaign also brought the first unified educational program ever presented to an Alabama legislature, and the result was the largest appropriation bill ever adopted and that with only one vote in both houses against it. Troy's part of that bill enabled her to erect both Graves and Shackelford Halls, and to enter a

new era in her development. Hence, I think this topic worthy of a place in this history.

10. *Some Recent City Acts for the Benefit of the College* —Besides those already mentioned in other chapters, the City adopted the following ordinances in the interest of the College: (a) One on June 7, 1928, changing the name of Thompson Street to Normal Avenue; (b) one on December 18, 1928, creating a zone around the School within which no kind of mercantile enterprise may be established without the consent of the College; (c) one on April 2, 1929, closing certain cross streets in what was known as Collegedale, thus consolidating purchases made by the College on the south side of Normal Avenue.

11. *Dedication of Graves and Shackelford Halls*—While we moved into these buildings on Sept. 15, 1930, they were not formally dedicated until Nov. 22, when a splendid program was given. This program may be found in full in the quarterly bulletin for January, 1931, and those who are especially interested in such matters would doubtless enjoy a careful reading of the entire bulletin. For present purposes it is only necessary to refer to the occasion as marking the climax of my administration as President and the most important development in the history of the Institution to date.

12. *Inspections and Surveys*—As stated already, the first inspection and survey of education in Alabama by so-called "experts", I think, was that made of the normal schools in the fall of 1914 by Drs. Cook and McBrien. This work was sponsored by the State Board of Trustees of the white normal schools, under the immediate direction of Supt. W. F. Feagin, and resulted in a revised course of study preponderantly professional. The next survey was by Drs. Harold W. Foght and Willis E. Johnson for the famous committee of 1919, and resulted in the assignment of fields of work to the various

units of the State's system of higher education. Another was made in February, 1929, by a committee headed by Dr. Knudson of Peabody College, and its purpose was to project a course in curriculum study to continue for a series of years. Then came a survey in 1932 conducted by the Brookings Institute for the expressed purpose of economy. These inspections and surveys were all of statewide significance. On Feb. 6, 1928, President D. B. Waldo, of Kalamazoo, Michigan, inspected the College at Troy for membership in the American Association of Teachers Colleges; and, as a result it was admitted as a Class A junior college at the Boston meeting on Feb. 22, 1928. Later, after the Institution became a 4-year college it was given full rank. Then on Nov. 26, 1932, and again on Nov. 27, 1934, Mr. M. C. Huntley, inspector for the Southern Association of Colleges and Secondary Schools, examined the College for membership in that organization, and it was admitted to full membership at the Atlanta meeting on Dec. 6, 1934. Thus the Institution is recognized and fully accredited by the two greatest standardizing agencies known in the South.

13. *The College in Court*—On May 21, 1932, I was notified by the law firm of Walters & Walters that a Mrs. Soles, of Texas, was entering suit for the old dormitory property, on the ground that it had ceased to be used for school purposes. I referred the matter to Attorney General Knight, who, on July 27, ruled that the title held by the College was good. But, on April 14, 1936, the suit was renewed and is still pending in the Circuit Court. Mrs. Soles has since died, but what effect that will have upon the suit is problematical.

Another case, occuring on Sept. 23, 1933, and known to us as the "Trawick case", grew out of a rule of the School requiring girls to be at least 21 years of age before being permitted to board outside of the dormitory. The rule was, of

course, based upon the presumption that the Institution had the right to adopt whatever regulations it deemed best for the students committed to its care. But the court decided otherwise, and Mr. Trawick, whose daugher was under 21 and desired to board in town, won his case.

14. *Degrees, Diplomas, Certificates*—I regret my failure to treat these items in the chapter on "The Curriculum". I did not discover the omission until I began working on the index, and that was too late to permit more than a condensed paragraph embracing all these topics.

The School has always awarded diplomas upon completion of its courses; it has also had the certificating privilege throughout its history except from 1900 to 1915; it granted degrees from 1893 to 1911 and it began again in 1930. Diplomas, of course, indicate little as to rank, for colleges, high schools, and sometimes grades issue them; but both certificates and degrees vary according to courses completed and the schools offering them. Our certificates have varied in time requirements from three months to four years and in length of validity from one year to life; and their names have been about as varied as the courses completed. It would require a whole chapter to treat adequately the subject of certificates alone, and it is so complicated that it needs to be treated by an expert in that field.

The degrees issued between 1893 and 1911 were issued in accordance with law; but in those days every institution fixed its own standards, and credited or discounted others as it saw fit. Frankness compels me to say that our courses of study were no more up to the standards of today than were those of many other reputable institutions. Hence, our degrees of those days were discounted by some school officials. Those issued since 1930 are accepted at full value throughout the country.

CHAPTER 19

President Shackelford's Retirement from the Presidency

When plans for expanding the College plant on the present site were under consideration in the summer of 1929, I felt that, in the course of nature, I could not hope to continue as President many years and should not, therefore, project plans for another to administer. It seemed to me that the logical thing to do was to resign and let a new man make such plans as he thought best for carrying out his own program. My pocket diary shows that the subject was discussed with Supt. Tidwell, the executive secretary of the State Board of Education, on July 8, 1929. He argued that it would require much time for a new man to get the situation fully in hand, and that it would be best for me to direct the building program. I consented, and after the buildings were completed, everybody seemed to feel that I should remain for a while in the new home to enjoy the fruits of my labors. But, alas! the financial crash came before I had an opportunity for much enjoyment. It soon became a question of keeping the School going. The years 1930-31, 1931-32, 1932-33, and until April, 1934, were a period of real desperation. This situation has already been discussed under the subject of Finances and is mentioned here only for the purpose of explaining the strain which brought on my physical collapse on July 11, 1933, in the midst of a strenuous campaign for the adoption of the debt payment warrant amendment. For four months thereafter I sought in vain to regain sufficient strength to resume work, and on Nov. 23, I requested that Dean Pace be appointed in my place until I could resume my presidential duties. My recovery was discouragingly slow, and on Feb. 15, 1934, I requested Governor Miller to permit me to resign. After a conference with Supt. Harman,

I was persuaded to wait a while longer, and by April 9 I felt able to return to work. I got along fairly well until March 9, 1936, though I was far from well. Then my old malady returned in what appeared to be malignant form, and led me to decide definitely to give up the presidency. Hence, on March 30, I wrote the following letter to Supt. J. A. Keller, Executive Secretary of the State Board of Education:

Superintendent J. A. Keller,
Executive Secretary of the State Board of Education,
Montgomery, Alabama.

Dear Mr. Keller:

Constant "grinding at the mill" for fifty-one years has so impaired my health and strength that I cannot, with justice either to myself or to the College, continue to carry the burden of the office of President much longer. I am, therefore, asking that the Board relieve me of this great responsibility at the earliest possible moment.

In taking this step, I wish to express my appreciation for the high honor and the great privilege which the Board has conferred on me in calling me to serve this Institution continuously through the forty-nine years of its existence—twelve years as a professor and thirty-seven as President. (The other two years of "grinding" were in the Troy Male High School, just before the College was established).

I also wish to say that whatever success has come to the College during my administration as President is largely due to the fine cooperation accorded me by both the Board and the Faculty. Of course, the character of the faculty determines the character of any school; and

I think so well of the Faculty of the Teachers College at Troy that I commend its members to the most generous consideration of the Board.

It is gratifying that I can retire when the affairs of the College are in excellent condition. The enrollment is one of the largest in its history, the work is at its highest peak of efficiency, its debts are paid to date, and every indication points to a glorious future.

While I am giving up the presidency of the College, I do not desire to sever my relations with it entirely. It has had my services practically since I reached manhood's estate, and I hope to continue to serve it in whatever way I can to the end of my days. There is still work for me to do, and I hope the Board will give me the opportunity to do it.

Sincerely grateful for past privileges and opportunities, and hoping that the Board will soon find the right man to carry on the work, I am,

Your humble servant,

E. M. Shackelford,
President.

On July 20, the Board accepted this resignation to take effect Sept. 1, and elected Dr. Pace as my successor, with the stipulation that he serve one year and then give way to Supt. P. M. Munro, who was elected at the same time and who was expected to assume charge on Sept. 1, 1937. Since that time Supt. Munro has declined the place and in his stead Mr. Charles B. Smith has been chosen.

Under the terms of my retirement, I remain in the service of the College in whatever capacity the President and I may

determine. This enables me to realize the last great desire of my life, viz., to spend the remainder of my days in trying to do for the Institution some things which I could not find the time to do while in its active service—such things, for instance, as writing this history. There are others which also interest me very much.

PRESIDENT MATTHEW DOWNER PACE

Doctor Pace was born in Macon County, Ala., December 5, 1867. His primary training was received in the public schools of Auburn, after which he entered the Polytechnic Institute, and completed the course with credit, receiving the degree of Bachelor of Science in 1889, and that of Civil Engineer in 1890.

He had several years experience as teacher in the rural schools before his graduation, and was assistant professor of mathematics in his Alma Mater for two years afterwards. He was elected professor of mathematics in the State Normal School at Troy in 1891, in which position he has remained continuously since.

In 1924 Dr. Pace became a member of Pi Mu Epsilon, an organization which admits only those of distinction in the field of mathematics . In 1928 the University of Alabama recognized his eminence in his chosen field by conferring upon him the honorary degree of LL.D., and in the same year he was made dean of this Institution. In October, 1933, Dean Pace was designated Acting President, while President Shackelford was trying to regain his health, and served in that capacity until April 9, 1934. The President returned and "carried on" until he was forced to retire on Sept. 1, 1936. Dr. Pace was then elected President for one year, and on Sept. 1, 1937, he relinquished the office to Mr. C. B. Smith, his successor, and resumed his former place as dean, which place he occupies at the present time.

CHAPTER 20

President Pace's Administration, 1936-37

Upon my retirement Dr. M. D. Pace, who had been head of the department of mathematics for forty-five years and also dean of the Faculty for eight years, was elected President for one year, in recognition of his long and efficient services to the Institution. Doubtless he would have been chosen for a longer term but for his age.

At the same time that Dr. Pace was chosen for one year, Supt. Paul Munro of the Selma schools, was selected to succeed him for a term to begin Sept. 1, 1937. Later Supt. Munro declined the position, and on May 15, 1937, Mr. Charles B. Smith, director of the department of instruction in the State Department of Education, was elected to fill the vacancy.

Obviously President Pace was not expected to project plans which could not be completed during his term of one year. He could do little more than conduct the School's affairs along the general lines and in accordance with the plans and policies already in effect. This he did with credit to himself and satisfaction to the authorities.

President Pace inherited a small debt for arrearages in salaries brought over from the depression period, and during the first half of his year he was compelled to limit expenditures to the minimum. But that difficulty was removed when the Legislature, on Feb. 16, 1937, adopted a sales tax law and set aside the larger part of the proceeds for educational purposes. Of course, the College received its share, and that enabled President Pace not only to pay all arrearages but to turn over a nice balance to his successor. This increase in the State's available appropriation also enabled the Board to restore teachers' salaries almost to the level of

1932, when the cut was made necessary by the condition of the State treasury. Hence, the close of President Pace's administration leaves the financial condition of the College about as good as it was in 1929-30, when the great crash came.

At Commencement, on May 31, 1937, President Pace announced the largest graduating class in the history of the Institution, and Mrs. Bashinsky announced the gift of another scholarship to the College by the Philathea Class of the First Baptist Church of Troy. Like the other scholarships, this one was for the amount of $1,250.00, and was named in honor of Mrs. Allie Murphree Carroll, organizer of the Philathea Class and its teacher for many years.

To the foregoing accomplishments must be added another year of fine work, thus rounding out a fifty-year record worthy of the efforts of those who made it.

PRESIDENT CHARLES B. SMITH

Mr. Charles B. Smith was appointed President of the State Teachers College at Troy by the Alabama State Board of Education, March 15, 1937. He began his service September 1 of that year, the first alumnus of the College to be invited to the position.

Mr. Smith is a native of Crenshaw County, receiving his early education in the schools of that County. He attended the State Normal School (now State Teachers College) at Troy, where he was graduated with honors in 1917. He received his B.S. degree from Peabody College in 1922 and the M.A. in 1927, later doing additional graduate work at Duke University and Teachers College, Columbia.

After his initial teaching experience in the schools of Crenshaw and Covington Counties, Mr. Smith became principal of the first consolidated high school in Montgomery County, at Ramer. He resigned to enter the army during the World War. From 1918 to 1923 he was principal of consolidated high schools at Madison and New Market in Madison County. From 1923 to 1935 he served as superintendent of the City Schools of Tallassee and East Tallassee. In the latter year he resigned to become Director of the Division of Instruction of the State Department of Education. He directed for the department, in connection with the work of the his position, a state-wide curriculum revision program.

CHAPTER 21

The Future: A Preview

President Smith, an alumnus of the College, has the distinction of being the first of its graduates to be honored with the presidency of the Institution; and it is very appropriate that the second fifty years of its history should be inaugurated by one who has first-hand knowledge of both its traditions and its achievements. We believe that those traditions and achievements furnish a splendid background and an excellent starting point for a great and glorious career by President Smith, whose success in the field of education, together with his innate ability, justify us in expecting him to guide his Alma Mater to much greater achievements than were possible during its first fifty years of organization, foundation-laying and standard-making. With the momentum already gained, with the Institution firmly established in the hearts of the people, with its standing in the educational world fully recognized, with the backing of more than three thousand enthusiastic alumni and their friends, with the encouraging outlook for education in general, and with such wise, vigorous, and progressive leadership as President Smith will provide, I cannot conceive of anything less than a glorious future for the State Teachers College at Troy.

Here is the Faculty with which President Smith begins the second half-century. By comparing it with the groups which began in 1887 and in 1899 shown elsewhere, the reader may see the growth of the School; and if he will take the trouble to go to the records and compare their qualifications, he may discover how much progress has been made in the preparation of these teachers for their great work. Here is the present Faculty:

THE COLLEGE STAFF AT THE BEGINNING OF THE SECOND HALF-CENTURY

Top row, left to right, A. E. Choate, athletics; Emmet Kilpatrick, French; C. A. Farmer, physical education for men; R. H. Ervin, psychology; G. G. Glover, geography; A. S. Sartain, history; C. M. Farmer, science; I. A. Hammer, education. 2nd row, Mrs. A. E. Choate, assistant in English; Mary Vic Mauk, music; Catherine Gardner, second grade critic. 3rd row, Martha Jane Ballard, school art; Mrs. Mary Bynum, assistant in history; Lena Redfern, 1st grade critic; Celeste Darby, 1st grade critic; Catherine Chapman, assistant in music; Vera Laseter, registered nurse; Laureson Forrester, physical education for women; Leola Ingram, treasurer; Mary McCarthy, 6th grade critic. 4th row, Charlotte Smith, librarian; Mrs. Claire K. Grauel, personal director; Helen Strickland, 4th grade critic; Maline Burns, 3rd grade critic; Etheleen Daniel, training-school supervisor; Boyce Garrett, dean of women; Emily Calcott, assistant in English; Mrs. W. I. Powers, secretary to the President; Myra Segars, assistant in English and mathematics. Bottom row, Foy Ingram, 3rd grade critic; Willie Stevens, 5th grade critic; President Emeritus, E. M. Shackelford; President, C. B. Smith; Dean, ex-President and mathematics, M. D. Pace; Mrs. L. B. Sawtell, registrar; Mrs. Ethel Eagan, manager of supply store.

Miss Loraine Hamil, 4th grade critic and Miss Ibbie Jones, dietitian, were on leave of absence because of illness; Miss Rich, English, and Mrs. Beverly, assistant in school arts, were absent when the picture was taken.

CHAPTER 22

Conclusion

While fifty years is a comparatively short period in the history of nations and institutions, much can be accomplished in that time. Fifty years ago street cars drawn by horses traversed all large cities; Edison had not completed his electric lights and kerosene was the almost universal illuminant; not a mile of paved road was in existence in the United States; Indians still roamed our western prairies, and that section was known as the "wild and woolly West"; subways, elevated railroads and automobiles were unknown; the telephone had not become a household necessity; Marconi had not given wireless telegraphy to the world; flying machines were still in the region of dreamland; and perhaps the radio had not even reached the stage of dreams. Grover Cleveland was President of the United States, Queen Victoria still ruled over the British Empire; and Kaiser William was just beginning to dream of "a place in the sun" for Germany. During that period the Spanish-American War freed Cuba from Spanish exploitation, and the World War initiated the titanic struggle between the forces of autocracy and those of democracy; Peary visited the North Pole and Byrd charted Antarctica; Lindbergh flew across the Atlantic; movies and talkies came to supplement the work of the school-room, the press, and the pulpit; and the great crash of 1929 introduced a new industrial era. These events and others too numerous to mention serve not only to indicate how rapidly civilization has moved during the past fifty years, but they also challenge us to imagine what the next half-century will bring forth.

And as world events followed one another in quick succession during the last half-century, so did those of less than world-wide significance but which were of great importance

to their promoters. To us who were directly interested in, and responsible for, the success of the State Teachers College at Troy, its record of achievement is an inspiring one and should afford much encouragement to all who must begin in a modest way and amid unfavorable conditions. Beginning with almost negligible financial support and confronted by the prejudices of those who already occupied the field of teaching, the College has laid excellent foundations for its work; it has established a group of principles and policies by which its course has been charted for the indefinite future; it has triumphed over the prejudices and selfishness which so hampered its progress in its early days; it has grown from a semi-local to an institution of State-wide importance; its local habitation has expanded from a 4-acre campus with one building, to an acreage of 313, with nineteen buildings; its income has increased from $6,000 in 1887-88 to $162,731.15 in 1936-37; its enrollment has grown from 128 to approximately 1,500 students per annum; it has graduated 3,094 alumni; it has become a 4-year college that is recognized by the accrediting agencies of the country; it has fixed high standards for its work; and it has made a record through its alumni of which any institution of its age might well be proud. Not only so, it has established itself in the confidence and the affections of the people of Alabama, and is recognized as one of the State's bulwarks of public education.

Could more have reasonably been expected in the first fifty years with such limited means and other serious handicaps? I doubt it; and if the next fifty years do nothing more than extend and strengthen the lines already marked out, a great work will have been done. But new visions and dreams will arise to intrigue the thought of future leaders, and new problems to challenge the administrative skill of future executives; surveys almost *ad infinitum* will be needed to discover the

causes and effects of educational phenomena; and doubtless new principles and policies will have to be established, or new applications of the old made, to meet the needs of an advancing civilization. Young and forward-ranging leaders will see these visions and dream these dreams and will make them come true by the same courage and toil that characterized those "hoary seers of ages past", who guided the College through its "First Fifty Years". To those youngsters who will succeed to the task of "carrying on" during the years that are to come the words of Longfellow to the ship-builder are peculiarly appropriate, and I can think of none more appropriate with which to close this history:

> "In spite of rock and tempest's roar,
> In spite of false lights on the shore,
> Sail on, nor fear to breast the sea!
> Our hearts, our hopes are all with thee,
> Our hearts, our hopes, our prayers, our tears,
> Our faith triumphant o'er our fears,
> Are all with thee,—are all with thee!"

APPENDIX

SUPPLEMENTARY INFORMATION

Author's Note: Into this division the author has placed a variety of subjects which he thinks either deserve fuller treatment than could be given them in the body of the history, or which have no real place there, though they are more or less related to the general subject. Then, too, the reader will probably have an opportunity to see some of the subjects treated from an angle different from that presented by the author. A third object is to supplement the information that is woven into the history proper with other facts, the idea being to make this volume as complete a source book as possible for students, or for future historians of the College—a sort of encyclopedia of the essential facts of the first fifty years of its history.

CHAPTER 1

The Training School

By Miss Daisy Parton, Director

I. *Purpose of organization*:

The Training School of Troy State Teachers College was organized in 1887—the year of the organization of the College. Section 14 of the act establishing the State Normal School provides: "That in connection with the Normal School there may be established a public school or other school". Accordingly the public school of Troy was organized at this time in the same building and under the same management with the Normal School. According to the annual report of Joseph M. Dill, Superintendent of Schools, to the Board of Education at the close of the school year 1887-1888, "the school was organized last September so that the Normal teachers, whose salaries were supplemented by your Board, should teach the High School pupils." The Normal School catalog for 1887-88 states that: "The City of Troy, by local taxation, will support a graded school on the most approved modern plan. It will contain all grades from the lowest primary to the high school—each taught by a skillful teacher. This school has been placed under the same management as the Normal School, that it may be used as a practice school. In it the Normal pupils will have opportunity for observation and actual teaching under the direction and criticism of experienced teachers. In this they will be taught to apply those correct principles of teaching and school government which it is the mission of the Normal School to inculcate. The practice teaching in this school will form an important

part of our training, and will occupy the greater part of the last term of the Senior year."

In the catalog of the State Normal School 1887-89 there is this further statement: Section 14 of the act establishing normal schools "enables the city of Troy, without any expense to the State to furnish ample model

FIRST GRADE AT WORK

school facilities for the purpose of illustrating the best methods of teaching and governing, and for actual practice teaching when prepared to do this work. It is the aim to afford teaching opportunity to each student here graduating in the full pedagogic course. Inasmuch as a Normal School without a model school is far from being fully equipped for good service the State of Ala-

bama may feel that this supplement of Troy at her own expense is a most fortunate arrangement for the State Normal School, from which every part of the State may derive benefit by its delegation of young people who may be trained in the newest and best methods of teaching and governing. 'Learn to do by doing' is the motto of the practice school."

II. *The first year*:

At the beginning of the first year, four of the Normal School Teachers were also members of the High School faculty, and President Joseph M. Dill was also superintendent of the city schools. The salaries of these teachers were supplemented $300.00 by the City Board of Education for their work with the high school students. The members of the High School faculty were E. M. Shackelford, English and science; J. W. Morgan, Jr., Mathematics, and Ancient Languages; Miss Nettie Rosseau, Education; Edward H. Kruger, Music; Miss Laura Jenkins, Art. In the elementary grades, the year began with four teachers to teach the eight grades below the high school. Thus there were two grades for each teacher. At the beginning of the year, however crowded conditions required that an additional teacher be employed for third and fourth grades, and again at the middle of the year another for the first and second grades. The teachers for these grades were: W. E. Griffin, seventh and eighth grades; Miss Mary Jane Moore, fifth and sixth grades; Mrs. Julia L. Bowles, fourth grade; Miss Catherine Gardner, third grade; Miss Abbotte Spratlen, second grade; Miss Laura Montgomery, first grade. The first grade teacher received a salary of $675.00; the teachers of grades two, three, four,

five, and six received $450.00, and the seventh and eighth grade teacher, $725.00. The following chart gives data regarding the enrollment, ages of children, and promotions."

Grade	Avg. attendance	Enrollment	Avg. age	No. promoted
1	47.7	56	7 1-2	30
2	37.	42	8 1-2	33
3	50.	67	9 1-2	39
4	55.3	64	11 5-6	46
5	34.	42	12	26
6	16.7	23	12 1-2	16
7	21.1	22	16	16
8	14.6	22	16	14
		338		

During this first year Miss Nettie Rousseau, a student of Col. Francis Parker, was teacher of methods and in charge of the practice work of the student-teachers. She was succeeded by Miss Mary Jane Moore in 1889.

III. *Separation from city school and organization of model school*:

For three years the Normal School and City Public School continued this cooperative arrangement. During the second and third years of the school, the elementary grades were moved into the old Academy Building across the street. At the end of the third year, the city school separated from the Normal. At this time, in 1890, a Model School of Kindergarten and eight grades was organized as a part of the Normal in order to carry on the

work of giving practical experience in teaching. The Model School was again placed on the lower floor of the college building. Miss Mary Jane Moore was appointed Director of Model School. Miss Moore was likewise a student of Col. Francis Parker in the Cook County Normal. The school organization consisted of a high school department of the seventh and eighth grades, an intermediate department, a primary department, and a kindergarten department. There was a principal for each department who was also teacher for the grades. In addition to the principals of each department there was a sub-faculty composed of outstanding seniors. These seniors assisted in the various departments, and received as compensation a small salary which went toward payment of their fees. This sub-faculty continued as a part of the organization for several years.

IV. *Staff and Grade Organization of Training School from* 1896-1936:

In 1896, Miss Catherine Gardner was elected Director of Model School and Teacher of Methods to succeed Miss Mary Jane Moore. Miss Gardner had taught in the Model School the first year of its organization as third grade teacher. In 1888, she went to Cook County Normal School where she studied with Col. Francis Parker for a year. Following this year's study she came back to the Model School as third grade teacher. She continued in this position until 1891-1892. In the fall of 1892, Miss Gardner again went to Cook County Normal for a year's study. Following this, she taught for a year in Maywood, a suburb of Chicago. In the fall of 1894, she came back to Troy as Principal of the Kindergarten Department. In this position Miss Gardner worked for

one year. She then went to teach at Talladega, Alabama. In the fall of 1896, she was elected to succeed Mrs. Mary Jane Moore Welton as Director of Model School and Teacher of Methods. At this time, the Model School was still organized through the eighth grade into four departments: Kindergarten, Primary, Intermediate, and High School with a principal for each department. The number of children in the grades was

EGYPTIAN PLAY BY SIXTH GRADE

usually limited. In 1898-99, the enrollment was as follows:

A High School	37
B High School	27
C High School	10
Sixth grade	27
Fifth grade	33
Fourth grade	44
Third grade	45
Second grade	42

First grade	31
Kindergarten	15
Total	311

In the year 1899-1900, the enrollment was:

A High School	30
B High School	20
Sixth grade	17
Fifth grade	25
Fourth grade	24
Third grade	30
Second grade	23
First grade	40

During the year 1898-99, the Model School and City School again merged, and worked toward a cooperative arrangement. At the end of the year, the cooperative arrangement was again discontinued.

In 1900-1901, there were a few changes in the organization. At this time, the Kindergarten Department was discontinued. The staff organization was changed to consist of the Director of Model School, a principal of the high school department of seventh and eighth grades, and three teachers respectively for grades five and six, three and four, and one and two. At this time also the enrollment was limited to around thirty children in each room. About the year 1909, the eighth grade was discontinued as a part of the Model School, and the Model School continued as a school of seven grades until about the year 1921-22.

In 1921-22, a junior high school department was organized as a part of the Training School. In 1925-26, a senior high school was organized but was not considered a part of the Training School. The next year 1926-27,

a full high school department under the principalship of John A. Broxson was organized. The high school continued through 1929-30. At this time it was discontinued when the College according to state regulations, became an institution for training elementary teachers only. The Training School from that time—1930—until the present has been a school of six elementary grades.

In the year 1919-20, the staff organization of the Model School was changed to include two "Directors of Practice" instead of one "Director of Model School". Miss Catherine Gardner continued as Director of Practice in Grades one through four. Miss Loraine Hamil became Director of Practice for grades five through seven. In 1921-22, Dr. Edgar Wright became Director of Training School, and Miss Hamil continued as Supervisor of Intermediate Practice Teaching, and Miss Gardner as "Supervisor of Primary Practice Teaching." The high school was usually under the direction of the principal.

Dr. Wright continued as Director of the Training School until his death in 1935. Miss Daisy Parton at that time became Director of Training School.

V. *Location of Training School*:

As was previously stated, the first year of the Training School, 1887-88, it was located in rooms in the old College building. During the second and third years, it was moved to the old Academy building on the south side of the block. When the Model School was organized in 1890 separate from the city school, it was again placed on the lower floor of the old College building. Here it continued until 1924. In 1922, a new site was purchased southeast of the town. The new home of

the Training School was begun in 1923 and completed in 1924. The first work was started in Kilby Hall, the new building, on Sept. 15, 1924.

Since that time all the practice teaching has been carried on in Kilby Hall with the exception of the year 1930-31. During this year there was a cooperative arrangement with the elementary school of the city whereby some of the students did their practice work in the city school. This arrangement was discontinued at the end of the year.

VI. *Fees*:

When the Model School was organized in 1890 separate from the city school, fees were charged. In 1893-94 the fees were $1.25 per month for the Kindergarten, $2.00 per term for primary grades, $2.50 per term for fourth grade, $3.00 for fifth grade, $3.50 for sixth grade, $6.00 for seventh grade, and $8.00 for eighth grade. In 1899-1900 fees were $4.00 per year for first and second grades, $6.00 for third and fourth, $8.00 for fifth and sixth, and $10.00 for seventh and eighth grades. Nominal fees continued to be charged until about three years ago. Since that time the Training School has been free from tuition as other public schools.

VII. *The Training School as a School for Children*:

The following quotations from the first annual report (1887-88) of the superintendent gives an idea of the type of work carried on in the school:

The committee on instruction, L. H. Bowles, Chairman, "takes pleasure in stating that methods used by the different teachers have been in line with the latest improvements and that the discipline maintained by them

has been exceptionally good. The monthly written examinations have been regularly observed and a record of the average standing of each pupil is kept on file in the office. We recommend that the present system of monthly reports be continued."

HALLOWE'EN PLAY

From the superintendent's statement 1887-88: "Our teachers realize that order is best maintained by keeping pupils interested in their work. When a child is eager to learn more about the subject of the lesson there is no difficulty in keeping his attention. Our teachers, therefore, spend their energies not in devising means for punishing the disorderly but in arousing the interest of the pupils in the subjects studied".

From rules and regulations in annual report 1887-88: "The superintendent shall organize the teachers of the public schools into a normal class to meet on Saturday

as often as he shall deem advisable. These meetings shall be conducted by the superintendent for the purpose of explaining the various branches taught and discussing the method of teaching the same."

"Each teacher shall keep a class book in which shall be entered the results of the examinations and daily standing of each pupil. A daily register shall also be kept containing the age, attendance, and absence of each pupil."

"A pupil may be promoted at any time when he can sustain satisfactory examinations on all studies of the grade, but promotions are generally made at the close of the year."

"In all departments, originality is encouraged and independent thought demanded. . . . The best teacher is he who can develop most independent thought."

"The discarding of the alphabet method and the old-time spelling book, and the combining of the phonic and word methods in reading, have wrought a wonderful change in the school life of the little ones."

In the *Exponent* for 1896, there is an additional statement showing the philosophy of the school: "The Model School has the best organization and arrangements it has ever had, and will be granted three rooms well supplied in every way. Its aim is to give individual attention to each child and to neglect no part of its education—physical, mental, or moral—strengthening the weak places and giving the whole being a chance to grow. We will strive to produce good readers by having pupils read a good many readers, and from first through sixth grade having the reading matter of the best literature —so that reading may from the beginning be getting and giving thought."

Again in the Normal School catalog for 1898 there is this statement: "The number in each grade except the Kindergarten being limited, individual instruction is made possible. It isn't every child that fits into the great mould which is the necessary condition of large public school classes. But in a Model School there is no mould; the disposition, mental capacity, and character of each child are made a study, and the instruction is made to meet the particular needs of each. We have all the necessary appliances for school-room work and make every attempt to have the children's ideas clear and definite. The idea controlling our work shall be quality and not quantity. The discipline of the school shall be that of self-government. Principles of industry, truth, law and order, the rights of others and regard of property shall be impressed upon the minds with the idea in view that all must work for the good of each and each for all."

Through the entire history of the school an effort has been made to make the Training School the best type of school for children—one where each child receives individual attention—one where attention is given to the study of the needs and problems of the child.

The following quotation from the "Handbook for Student-Teachers, State Teachers College, Troy in 1935-36 reflects the present point of view:

The Kind of School We Wish for Our Children in Training School:

1. We want a school which considers and provides for every phase of the children's development and growth —the physical, the mental, and the social.
2. We want a school where each child is considered as a real person—where we recognize that each child is different physically, mentally, and socially—where we

try to find each child's strengths and weaknesses along all three lines and try to help him improve, grow, and develop in the light of these.

3. We want an enriched school program where the children have much opportunity to learn through real experiencing, through making, doing, experimenting, excursioning, creating, through contacts with many books and concrete materials.
4. We want a school where children have much opportunity to cooperate, to share, and to work together in undertakings and activities which are interesting and meaningful to them, and along with this guidance which helps them to build social habits and ideals.
5. We want a school where the children have a large part in planning, judging, initiating, and assuming responsibility in carrying on the work and the routine of the class room and along with this guidance which will help children build high standards in work and in behavior.
6. We want a school where parents and teachers work together in trying to provide the best education for the children.

VIII. *The Training School as a Practice School for Student Teachers*:

The First Years:

One of the objects of the Normal School as stated in the 1888 catalog was "To direct the students' observation and afford them such practice in teaching as will help them acquire a mastery of the theory of teaching, and skill in its practice." The students in the second half of the senior year took a course entitled "Art of Teaching and Practice Teaching." This work was dur-

ing the first year of the normal under the direction of Miss Nettie Rousseau who was Teacher of Methods. She was succeded by Miss Mary Jane Moore in 1888. During these first three years the practice teaching was not done in the children's classrooms. Instead, groups of children—usually a part of a grade—were taken to the normal classrooms. Here the student-teachers taught lessons in the presence of their fellow student-teachers, and the teacher of method.

1890:

When the Model School was organized separate from the city school, changes were made in the practice teaching facilities and program. The next catalog records were given in 1898. This catalog stated: "It will be required of all students in the pedagogic course to give a portion of their time to actual work and practice in the Model School." "Lesson plans are made out by the students by which they show their method of presenting a lesson. We do not encourage a mere initiative knowledge of devices, but having been given well-grounded principles on which to base methods, we desire individuality in the plans. These plans are carefully criticized as to motive, material and method used, and being approved are tested by actual practice in the Model School." . . . "We wish the Pedagogic student to have an opportunity to give instruction in the different common school branches and to work with all grades of children from Kindergarten through the High School. In this way they are taught how to study and how to adapt the branches of knowledge to their mental needs." . . . "All of the work is executed under the supervision of the Director. Each pedagogic student has a period of practice work each day".

The following form was used to record the character of the work done by the student-teachers in 1898:

1. Report of Teaching of ..... Grade ..... Subject .....
2. Power to control .....
3. Power to interest .....
4. Skill in preparation of lesson .....
5. Skill in questioning .....
6. Skill in illustrating and explaining
7. Judgment in assigning lessons
8. Voice
9. Manner in classroom
10. Care of blackboard.

Requirements in Practice Teaching:
1900-1901

In 1900-01, according to the catalog, observation work and demonstration lessons in the Model School were a part of the methods courses in the sophomore and junior years. "The senior class makes a special study of the method of teaching the common branches and every member is required to undertake practice work under the supervision of the principals of the department and the director. Two subjects in each grade giving two weeks to a subject is the minimum of practice required. This requires four weeks to each grade and as there are eight grades the amount of teaching by pupil-teacher is thirty-two weeks. Special criticisms are given when needed and in such a way as will be beneficial to the student. A record is kept of the work of every pupil-teacher and this record is filed in the office for reference, and furnishes the bases for recommendation."

1902

Two hours per week is the minimum practice work required of seniors, and one hour of observation per week.

1904-1905

Practice teaching is given in the senior year. Two and one-half hours per week for three terms is the minimum practice required. This was the requirement from 1904 to 1914.

The 1910-11 catalog again made the statement: "Plans for recitations or outlines of the subject matter and method of presentation are submitted to the director, and later to the principal for examination and suggestion before being acted upon." . . . "Our aim is to give each student a knowledge of every department of the common school system, and the nature and value of the branches of each and their adaptability to the child's work."

In 1914-15, the practice teaching requirements were changed to one hour each day during the first and second terms. In 1915-1916, this regulation was changed to one period a day throughout the year. This regulation continued until 1921-22. Then it was changed to four periods a week during each quarter or term of the last year of the two-year course. This plan continued until 1930-31 when two quarters of practice teaching of one hour each day and ninety clock hours of actual teaching were required of sophomores taking the two-year course. Seniors who took the continuous curriculum met the same practice teaching requirements in their senior year. Seniors who took the divided curriculum took three additional hours of practice teaching for one hour each day during the third quarter of the senior year.

In 1917-1918, there was a differentiated course for primary and intermediate teachers. In 1921-22 a course was added for junior high school teachers, and accordingly differentiation was made in the practice teaching. This practice or

differentiation on these levels continued until about 1930, when the differentiated course was discontinued. At this time, it became the practice to take the two quarters of directed teaching in different grades—usually one quarter in the primary grades and one quarter in the intermediate grades.

Current Aims, Philosophy, Needs of Training School:

The purposes and philosophy of the Training School at present are reflected in the folowing statements from the "Handbook for Student-Teachers" prepared in 1935-36 by the training school staff:

OUR AIMS FOR STUDENT-TEACHERS

1. We want you to learn to understand children and to learn how to guide them sympathetically and effectively,
   a. To understand the reasons for their reactions and behavior.
   b. To understand how to make friends with them.
   c. To understand how they learn and how to interest them.
   d. To understand how to gain their respect.
   e. To understand how to hold them to high standards of work and behavior.

2. We want you to understand and appreciate the significance of teaching children instead of merely teaching text-books, subjects and lessons.

3. We want you to gain an understanding of the kind of school program which gives:
   a. Opportunity for much learning through real experiencing, through making, doing, creating, etc.
   b. Opportunities for children to think, plan, judge, do things for themselves, and assume responsibilities.

c. Opportunities to build social ideals through working together in meaningful undertakings or activities.
d. Opportunity for each child to succeed, and to have the type of help and guidance which will help him develop his interests, overcome his difficulties and do his best work.

4. In terms of the three aims listed above we want you to understand the purposes of the different school subjects, how to organize and plan the work, how to relate and integrate the work in the different subjects, and how to carry it on with the children.

5. We want you as student-teachers to grow in ability to think, plan, and judge for yourselves and through this to begin to build your own philosophy of education.

CHAPTER 2

The Library

By Miss Charlotte Smith, Librarian

The library of the State Teachers College at Troy (originally *State Normal School*) had a very humble beginning. In the very early years of the College there was no library at all. Soon, however, Dr. Eldridge realized that a library was needed and asked for donations from friends of the School. In this way a nucleus of three or four hundred volumes was secured. A *Normal Exponent* of 1894 mentions a group of 225 books which were given by the Y. M. C. A. of Troy in that year. At first the books were kept on shelves in a corner of one of the class rooms. The first librarian of whom any record can be found was Miss Delilah Champion. She is listed in the catalog of 1893 as Clerk and Librarian. Miss Julia Bowles, now Mrs. Thornton Wood, also served as librarian and secretary to the President during this early period.

Until 1898 there was no place set apart especially for a library, but in that year a section of the auditorium was cut off and designated as a library and supply room. Since this space was divided down the middle by an unbroken wall the situation must have been decidedly awkward, but at least it was a step forward. One of the issues of the *Normal Exponent* for 1898 throws light on the size of the book collection at that time. It states that the entire collection, including the Alcyone and departmental libraries, numbered above five thousand volumes. The report of the President for the year 1898 to the State Superintendent of Education tells us that the main collection included three thousand volumes.

When Dr. Shackelford became President of the College in 1899 he realized the need for a larger library and asked for donations, with the result that many valuable books were received. Especially worthy of mention are those given by Mr. C. B. Goldthwaite, Sr., and Carl, son of Dr Henry Tutwiler, Alabama's greatest teacher. Later the private library of Judge W J. Hilliard was bought, thereby adding a third noteworthy group of books to the State Normal College collection.

In 1901 a text book library was started for the purpose of having the latest editions of texts available for students and Faculty members. This library has been maintained and added to throughout the years with the result that now the library has in its collection both old and new type text books.

In 1903 another important step in our history was taken. The library was given a room all its own. In the College catalog for that year we find the following statement: "A large room in the new building, 32 x 34 feet, with eight windows and a door, and provided with electric lights, has been set apart for the library, and will be furnished with modern fixtures at the earliest possible date." For the six years following, the library was housed in this room. The librarians during this time were, first, Miss Julia Bowles,, and later, Mr. Clarence L. McCartha, Jr.

In 1909 the beginning of a momentous development in the history of the library occurred. At this time the City of Troy was able to make an arrangement with the Carnegie Foundation by which it contributed ten thousand dollars for the erection of a building to be used as a public library. The College then agreed to help support this institution, so that it might also be used as a College library. In order to secure this building, however, it was necessary for an organization to be set up which would have charge of library affairs. Accordingly, on Dec. 2, 1909, the Troy Library Association was

formed, with Dr. Shackelford as president. The City of Troy then deeded to this organization a piece of property adjoining the State Normal School, on which the building was placed. Use of the library by college students was permitted without charge, but Article V of the Constitution of the Troy Library Association states that "active membership in this Association shall be conditioned upon the payment of an annual fee of One Dollar ($1.00)." In other words, town people were admitted to all the privileges of the library upon payment of a fee of one dollar a year. At this time the book collection was augmented by generous contributions of money and books from individuals and clubs of Troy.

In the summer of 1909, the summer before the opening of the new building, a trained and thoroughly competent librarian, Mrs. Charlotte Montgomery Williamson, was employed to classify and catalog the book collection, which at that time numbered five thousand volumes. She and Mr. McCartha, the regular librarian, worked feverishly in very uncomfortable weather to accomplish their task. Their work was of the utmost importance since it greatly increased the usefulness of the library by making its materials more easily accessible.

During the years that the Carnegie Library was in existence there were five librarians. Mr. Clarence L. McCartha served as secretary to the President and librarian until November, 1910. After his resignation Mrs. McCartha supplied for one month until another regular librarian, Miss Margaret S. Bryan, could be secured. She served only a few months in 1910 and 1911, and was succeeded by Mrs. Mittie B. Knox, who took up the work for the term 1911-12. Mr. Joseph A. Boyd, the next secretary to the Faculty and librarian, served from 1913 to 1919. In 1919 there was also an assistant librarian, Miss Sadie Bayles, now Mrs. Herman Jernigan.

After Mr. Boyd, Miss Evelyn Somerville carried on the work of librarian and recording secretary until 1922.

In 1920 the library ceased to be a public library, due to the fact that the City of Troy had not been contributing its part toward maintenance. Therefore, at this time an agreement was made between the Troy Library Association and the State Board of Education by which the entire property was taken over by the Board of Education for the use of the State Normal School. For the next ten years the library was entirely supported by the College and was therefore entirely under its control, although it was still housed in the Carnegie building, and the public still had the right to use it upon payment of the annual dues.

During the time between 1923 and 1930 Miss Lois Adams, now Mrs. Robert Beard, served as librarian, with Mrs. R. B. Parks as assistant for several years. During this period the book collection gradually increased until in 1926 it included seven thousand volumes. In 1927 the collection increased to ten thousand volumes, because in that year the College set aside five thousand dollars for the purchase of books. This amount made possible the addition of many valuable books in all fields.

When the College was moved to its new site in 1930, the Carnegie building was abandoned. Since it would no longer be used by the school the State Board of Education returned the property to the City of Troy in May, 1930. At that time an agreement was made with the people of Troy to the effect that they might continue to use the College library upon payment of the usual fee of one dollar a year. This fee entitled them to all privileges of the library, including that of checking out books. Moreover, any persons who did not wish to pay the fee would be permitted to come to the reading room and use the books and magazines there without charge.

At the time the College was moved the library was located in a large room on the second floor of Bibb Graves Hall. An adjoining supply room was made into a stack room, and another adjoining room was assigned for storage purposes. Later, a nearby classroom was added to the library group to be used as a librarian's office and work room. The new reading room was furnished throughout with the most up-to-date standard library equipment. The room will seat 125 people comfortably and when crowded can accommodate about 150. The book stacks at present will take care of about ten thousand volumes, and the magazine room permits storage for about five years.

The book collection has increased through the years so that now it numbers almost sixteen thousand volumes. Of this number, about three thousand are in the Training School. The reference collection numbers about eight hundred volumes and there are about seven hundred volumes of bound magazines. Important material which supplements that in the books is found in the current magazines, and in the picture and pamphlet files. The library now has on its periodical list 150 magazines suited to the professional and recreational needs of the college community. Within the last year the picture file has been greatly enlarged. In addition to the beautiful prints of famous paintings and buildings which the library already had, there are hundreds of smaller pictures in various fields which are constantly being used in connection with the college work. The file now includes about one thousand pictures. The pamphlet file has recently been brought up-to-date, and the library has about fourteen hundred pamphlets on subjects of current interest which supplement the more permanent material in book form.

Unfortunately, the varied content of the book collection is not generally known. For the last year or so the library has

attempted to acquaint the College community with this store of information and to interest the students in recreational reading. Articles including interesting facts about the library have been run in the College paper; book displays of various sorts have been arranged; assembly programs have been held in connection with book week; and students have been asked to recommend to other students books which they have enjoyed reading. Perhaps by these methods a little has been accomplished toward making the resources of the book collection better known.

Thus we bring to a close the interesting history of the library of the State Teachers College of Troy. We see that it is no longer a negligible element in the life of the College. With the changing emphasis in education the library has developed from a small collection of books occupying a few shelves in a class room into a factor exerting ever more and more influence in the busy life of the College.

CHAPTER 3

Literary Societies

By Miss Myra Segars

In the early years of the College, long before the term "extra-curricular" began to roll so sonorously and so frequently from the lips of the psychologists and the pedagogues, activities other than class-room exercises took the form of concerts, orations, debates, and the like. These activities finally resulted in an organization known as the literary society.

The first of these societies in the Troy College was formed in October, 1888, with the name, Baconian. The membership numbered seventeen and consisted entirely of men students who were interested in learning parliamentary laws and getting practice in speaking. They devoted themselves to the study of Roberts' Rules of Order; and they practiced speaking under the supervision of the professors of the School. They gave debates, recitations, declamations, and original essays.

The enthusiasm of the first meetings was dulled during the winter months when the problem of providing a comfortable meeting place was one that gave the Sergeant-at-Arms many uncomfortable minutes. The meetings occurred on Friday night. The Sergeant, who was elected by the society, was responsible for heating the room to be used for the meeting. In spite of his best efforts to have a warm and inviting place, the attendance was poor, so poor, indeed, that the time was changed to Friday afternoon. This change, however, did not meet with approval and the night meetings were resumed. But not until warmer weather did the attendance and enthusiasm increase.

The Faculty that year gave the first night of commencement week to the Society for exercises which were held in Fol-

mar's Opera House. A large audience showed itself well pleased with the program given by the Baconians. This program was of the same nature as those given in the weekly meetings. One popular feature of these programs was the reading of the society paper, which contained accounts of school affairs. The jokes on the Faculty and on society members furnished much amusement and brought much laughter from the audience each time. The title of this paper was "Revolutionizing Humper".

During the second year after its organization, the Baconians passed a motion allowing membership to women students; the Faculty approved. The society also adopted a badge to be worn as a symbol of membership. Badges of different pattern were presented to graduates who had been members for a year.

Another society was organized in 1895 for "Social enjoyment and intellectual profit". This society chose the name "Alcyone", from the brightest of the contellation, "the seven daughters of Atlas, the Pleiades." The weekly programs were a delightful blending of music, readings, discussions, and debates with a society paper modeled after that which was so popular in the Baconian meetings.

There were several young men who wanted to devote more of the time to certain phases of the work—parliamentary usage, study of sociological and literary subjects through research, and public speaking. They organized under the name Curry Debating Society. It was not long before they were recognized for the ease and eloquence of their oratory and the correctness of their speech.

Other societies were organized as the enrollment increased. During the year 1900-01, seventy-four students under the leadership of James Wiley, A. H. Henderson, and Hunter

Johnson formed the Calhoun Society. They chose this name because the principles for which the society stood were truth and justice. In 1908, the graduating class offered a medal to be awarded to the winner in an oratorical contest between the two societies which were operating at that time. This medal was won by R. P. Davison, a member of the Calhoun; his subject was "The Heritage of the South". The next year the medal was won by J. C. Carter, also a member of the Calhoun; his subject was "The Call of the Twentieth Century". The society must have been indeed proud of this orator who again won in 1910.

Soon after the oratory contests were instituted, Mr. W. L. Davids of Troy offered a medal in an essay contest. Any student in school was eligible to enter. The Calhoun members won the honors here also. In 1909 the essay medal went to B. A. Barlow, and those for the next two years went to J. M. Farris.

At the time the Calhoun Society was formed, a rival society wrote its constitution and took the name, "Gladstone". Before the medal was offered by the 1908 class, the Faculty awarded a banner each year in an oratorical contest. The Gladstone kept the banner for several successive years. The speakers for the Gladstones in 1900 were V. P. McKinley and Arthur Day. The purposes of this society were the same as of the other societies. The membership grew rapidly; in 1912 there were 90 members on the roll. The medal for oratory was won in 1910 by J. A. Boswell.

The literary society played an important part in the School until changing times brought other activities to take its place.

It is to be regretted that more complete information concerning these societies could not be found; but it may be said that in recent years work of this kind has given place largely

to research work in the library and to the preparation of material for more technical use, thus throwing upon the English department full responsibility for both oral and written composition work.

CHAPTER 4

The Alumni Association

By Mrs. Mary Enzor Bynum

NOTE—Naturally the alumni are a group to which a book like this makes its greatest appeal; and, hence, it is logical that much space be given to their work. The College greatly appreciates what its children have done for it, and it commends Mrs. Bynum's article giving an account of the Association and its work.—*The Author.*

Commencement Day late in May, 1888, was a notable day in the history of Troy, for on that date four dignified young people stood before President Joseph M. Dill of the State Normal School to receive their diplomas, thus becoming the first of a long line of active and successful alumni who have made their contributions to Troy and the State of Alabama. There was only one graduate the next year, and so it was not until 1890 that the number was deemed large enough for an alumni organization.

Unfortunately, the minutes of that first meeting in 1890 and the constitution adopted then were lost, but in 1891 the Alumni Association was reorganized with twenty-eight charter members and from then to the present it has been a live and useful organization. The first president was Edgar M. Wright, a graduate of that year, who remained until his death in 1935 its guiding spirit. The other officers were Miss Celeste Darby, vice-president, and Miss Virginia Champion, now Mrs. J. S. Webb of Tuskegee, secretary and treasurer.

The roster of charter members contains the names of many who have identified themselves as active friends, as well as graduates, of the College, but special mention should be made of a few who by their persistent interest and constant services guaranteed the existence and growth of the Association through those early trying years. In addition to Dr. Wright,

many times president, they include Ira Champion, who also served several times in that capactiy and provided progressive leadership; Miss Virginia Champion and Miss Amy Hubbard, now Mrs. Key Murphree, who as recording secretaries, preserved the history of the movement; and Miss Willie Belle Segars who filled various offices most efficiently.

From Mrs. Murphree and Miss Celeste Darby came our reminiscences of the first meeting in 1890, the records of which have been lost. It was held at the Lawson Opera House, located on the southwest corner of the court square where Rosenberg Brothers' Store now stands, the second story being used as the opera house.

When the Association was reorganized the next year a committee was appointed to codify the old and the new constitutions. The resulting constitution is recorded in the secretary's book and offers an interesting study.

The purposes of the Association, as stated, were "The mutual improvement, the keeping green in memory the friendships and pleasant incidents of school life, and the promotion of our beloved *Alma Mater,* all of which we do resolve to do with all the power at our command".

Members were required "to pledge to each other undying friendship and every assistance toward success that lies in our power to give.

"Further, we agree to do all we can to inspire each other with high aims, noble resolves, and honorable acts, to which great purpose do we ordain the following Constitution and Rules of Order as our guide in all things whatsoever". Truly no small order and ideal did they set for themselves and all future alumni!

Membership was open to the graduates of any of the several courses offered in the early years of the College. It required a majority vote of the members present at any meeting

and the payment of the initiation fee of fifty cents and an annual fee of twenty-five cents. Only those who had paid all dues for the year could vote or appear on the annual alumni program.

This program to be given each year at Commencement at a time designated by the College, is also provided in the Constitution, no less formidable a title than "Honorable Performers" being accorded those formally elected to that honor. The program was outlined as follows: Alumni Address; Incoming Class Prophet; Alumni Orator; Alumni Historian; Alumni Poet; Alumni Essayist. The first program was presented September 13, 1892. The numbers were interspersed with music, and the address was delivered by Professor J. B. Cunningham of Birmingham.

Thereafter the "Honorable Performers" were elected at the annual meeting in September at the end of the Peabody Summer School to serve the next spring, but after several programs, with many of the performers absent, it seemed expedient to leave their selection to the executive committee. This plan soon gave way to program committees which functioned until the programs were discontinued—the last one being presented in 1923.

Another provision of the Constitution was for the adoption of an alumni badge to be worn by members of the Association during commencement week. The Committee on Badges made its report September 13, 1892, the date of the adoption of the Constitution. It recommended "a Badge to be composed of two pieces of ribbon, one blue and one white, the white to be not quite as wide as the blue and the white to bear the inscription, 'Alumni Association, State Normal College, Troy, Alabama, September 13, 1892.' We recommend it as being in keeping with the Association and its purpose, and that this badge be for a permanent badge and the date be

changed each year". Each member was also to wear the class badge worn at his or her graduation with the alumni badge.

This report was adopted in full, and one of the original badges is preserved in the secretary's book. These colors remained the official colors of the Association until 1930, when they were changed to crimson and black—the College colors.

On May 26, 1893, the Constitution was amended to provide for two annual meetings: one, at the first or spring commencement, to transact any necessary business except the annual election of officers; the second, during the September commencement, when the annual election of officers was held and the annual alumni program made out. The September meeting seems to have died a natural death in 1895, as no further minutes of such meetings are recorded and the elections were held regularly in May after that date.

In 1935 the custom of having two meetings was revived, however, in connection with Home Coming Day when, it was felt, there would be a much larger attendance of out-of-town alumni than could be expected in May. Hereafter the election of officers is to occur every two years at the semi-annual meeting in November, beginning in 1937. The present officers were chosen in May, 1935, for a term of two years with the understanding that they would serve until that time.

One project adopted by the Association in 1893 was the purchase of an album for the photographs of every class—a project which seems, unfortunately, never to have been followed up.

September 18, 1894, was a red letter day in Alumni history. Then was held the first banquet, inaugurating the most characteristic custom of the Association. On this gala occasion Dr. E. R. Eldridge, President of the College, was host at "a most festive banquet" at the Parker House, following the annual alumni reunion and program. The Parker House was

located on the northeast corner of Court Square, now occupied by the Hightower Drug Company. Such an occasion merits the detailed description accorded it in the *State Normal Exponent*. To quote:

"The crowd repaired to this most pleasant, fascinating hostelry and everything was in readiness for the guests.

"On entering the cozy dining hall, it was found that a most elaborate spread had been artistically arranged and beautifully displayed, set as a token of esteem in which was held the young people who composed the Association thus honored—. Each and every guest right royally enjoyed the festive display. The following bill of fare was served:

MENU
Drinks
Coffee, Teas and Chocolates
Sandwiches and Pickles
Ice Cream and Cake
Fruits
Raisins and Apricots
Bananas, California Pears, California Grapes,
Malaga Grapes and Apples

"After these courses had been served, Dr. Eldridge acting as 'Toast Master' began to give a chance to the Alumni to show their appreciation of the College; and to the College to show its appreciation of the Alumni.

The following toasts were responded to by the persons named:

"The College Board—Ex-President J. D. Gardner, President J. B. Knox.

The Faculty—Professor C. L. McCartha.

Our Alumni—President C. W. Hilliard, Miss Laura Ogletree.

The Earlier Classes—Miss Virginia Champion.

The Later Classes—E. M. Wright.

Alumni in Harness—Ira Champion.

The Alumni as it ought to be—Dr. E. R. Eldridge.

"Happy were they all, except the ones that had to make those impromptu speeches, and they had been to that hour, as happy as larks.

"This, the first occasion of its kind in the history of this Association, will be long remembered pleasantly by those who attended. Ever grateful will he who tendered this reception be held in the memory of all. The New Parker House will also be remembered for the magnificent style in which it was gotten up".

The custom of holding a banquet has been continued to the present, though none other has been honored with so detailed an account. In a few cases receptions were substituted but they achieved little popularity. Most of these were given during the period of the World War, no social meeting at all being mentioned in the minutes of 1916, 1917, 1919, and 1920. The banquet was revived in 1922, and has continued to the present time with the one exception of a musical tea in 1925.

For many years the banquet was presented without charge to the alumni, the funds being raised by various methods, usually subscriptions, and with some difficulty. In 1901 E. M. Wright suggested a new plan, each member to contribute one dollar ($1.00) and to receive an invitation in return. Since 1902 this plan has been the practice of the Association, varying only in the amounts charged for the plates.

Another progressive step was taken in 1895 when Dr. Eldridge tendered the Association the use of a column in the *Exponent,* and E. M. Wright was chosen editor of this column. Journalistic activities ended in 1899 when the publica-

tion of the *Exponent* was discontinued. Work of this kind was not renewed until 1934. *The Tropolitan*—a semi-monthly College newspaper—instituted an alumni column, edited by Mary Enzor Bynum, as a regular feature.

Thus the Association continued to grow in numbers and to broaden its activities in the interest of the College. Among its ambitious plans, which were noble in spite of never reaching fruition, was the sale of one hundred interest bearing bonds of $20.00 each proposed by the alumni president, Ira Champion, in 1896, the proceeds to be used for scholarships. Another was the creation of an "Alumni Fund" suggested in 1902 by President E. M. Shackelford, who had succeeded Dr. Eldridge in 1899. This plan, too, failed to materialize, although fifty dollars was subscribed at that meeting. A third undertaking was the creation of an Educational Committee with Professor E. M. Wright as chairman to assist members in getting positions.

However, one beneficial project was adopted and completed. On the suggestion of Clarence L. McCartha, in 1910 the Association assumed a note of $275.00 for the newly formed Athletic Association. The debt had been incurred in the development of the athletic field on the north side of the campus with ball field, bleachers and tennis courts. This note was paid in full by the Alumni.

In 1912 the secretary's book was lost, and there is no record of the annual meeting that year; but a new book was purchased and has been kept fairly up-to-date since 1913. Fortunately the old record book was later found, safely stowed away in the College vault, and today the minutes are complete from 1891 with a few exceptions.

Although in the early years each new member was required to accept the pledge in the Constitution, the practice was not

uniform, and a new, formal "alumni obligation" was introduced in 1915.

"In becoming a member of this Association I hereby pledge myself to comply, to the best of my ability, to all the requests and demands made upon me by the authorities of this Association.

"I also affirm my allegiance to the high ideals represented in the constitution and by-laws of this organization.

"I believe in the cause of general education and shall do what I can to promote the interests of universal intelligence and culture. I am under lasting obligation to the State Normal School (State Teachers College) at Troy for the valuable assistance it has given me in my efforts to be more efficient and better trained and I shall ever hold this, my Alma Mater, in fondest recollections.

"Whenever it is in my power to speak a good word for the State Normal I shall do so with the greatest of appreciation and esteem.

"I publicly pledge my loyalty to the Alumni Association and my allegiance to the State Normal of Troy."

This pledge has been for years a part of the beautiful symbolical initiation service annually conducted by Miss Myra Segars, assisted by Miss Loraine Hamil, at either the regular business meeting or the Alumni banquet.

The year 1922 is notable in association history for a new undertaking which has been a real challenge, successfully met, to the alumni's devotion to the College and a tribute to the professors who have made the College such a vital force in the students' lives. This was the creation of a scholarship honoring the memory of Professor C. L. McCartha. It called for the sum of $1,250.00, the interest to provide one or more gift scholarships, the principal to be loaned at interest to other worthy students. Thus, not one but several

could be aided each year in acquiring teaching skills, culture, and the loftier ideals which Dr. McCartha had exemplified in his own life. Mrs. W. T. Adams (Clyde Minchener) accepted the chairmanship of the committee and carried the work to a happy conclusion by November, 1925. In addition to sufficient funds for the scholarship there was enough to place a splendid portrait of Dr. McCartha on the walls of the College.

On the death of Prof. F. J. Cowart in 1926, a second scholarship on the same plan was begun with Mr. John A. Broxson as chairman of the committee. Unfortunately, the panic of 1929 struck before the full amount was raised but the Cowart Fund now amounts to $765.42, and is the means of helping several students with loans each year. The interest will be applied to the principal until the full scholarship of $1,250.00 is complete and thereafter gift scholarships will also be available.

Again, in 1935, the Association undertook a similar scholarship to honor Edgar McBryde Wright, one of the most brilliant alumni of the College as well as long-time Professor of Education and Director of the Training School. Elinor Martin Warr accepted the chairmanship, and an excellent beginning has already been made.

In recent years the Alumni Association has participated in a number of the rapid developments of the College which may be viewed with pride. Home Coming Day, November 10, 1928, was the initial celebration which has become an annual custom which not even "The Depression" could crush; and the next spring the College held its first Alumni Dinner at the Alabama Education Association.

When the annual programs ceased to be a regular part of commencement evercises, nothing was substituted. However, in 1930 the Association offered a prize of $20.00 to the best

speaker in a contest among students. It was won by Miss Louise Carr of Headland, Alabama.

Another forward step was undertaken in the May meeting in 1930. This was the decision to publish an alumni bulletin, probably quarterly, the first issue to be a directory which, it was hoped, the College would publish for the Association.

At a record meeting in Shackelford Hall on Home Coming, November 22, 1930, the first to be held after the College moved to its new home, the Association enthusiastically adopted the plan for the publication. Each class was to elect a secretary to keep in touch with his former classmates and to furnish news of them. Membership dues were increased to $1.00 per year, to include subscription to the bulletin. Dr. Shackelford had previously approved the plan and had agreed to publish the directory. Mary Enzor Bynum was appointed chairman of the Publication Committee with authority to select her co-workers.

During the next year Mrs. Bynum, with the able and untiring assistance of Julia Murphree Lewis, at that time one of the College secretaries, worked to bring alumni records to date and to compile the directory, which was completed in the fall of 1932—only to go unpublished for lack of funds in the College treasury in those lean years.

A happier event was the adoption of the Alma Mater song which was written by Kirven Solomon, son of Ruth Shackelford Solomon, also an alumna of the College. This was done in 1930, and the beautiful words and music are familiar to all of us.

Another recent achievement in which the Association is happy to have had a part was hanging a fine portrait of Dr. Shackelford in the lobby of the new dormitory which had been so appropriately named in his honor by the State Board of Education. The fund for this purpose was begun by the

French Club of the high school, then a department of the Training School, under the direction of Mrs. Auxford Sartain. The discontinuance of the high school left the fund incomplete and it was given to the Alumni Association, which had the portrait painted. It was formally presented to the College January 8, 1932, in Kilby Auditorium, Miss Florence Garner making the presentation speech in which she paid eloquent tribute to President Shackelford and his services to the College.

With reviving economic confidence, the Alumni Association, undaunted by the dismal failure of its publication venture, has renewed its spirit and again looks to a brighter, more useful future. For some years it has been apparent to the faithful few, who usually run an organization of this kind, that the crying need of the Association is a leader who can devote more time to its activities, especially to keeping in touch with the alumni in the field. The only answer to this problem is the employment, for at least part time, of an executive secretary of ability and fine personality; and that is the ambition of the Association today. Plans to that end were discussed at both the May and the Home Coming meetings in 1935, and met with hearty approval, which is yet to be translated into an active effort to make the aim a reality.

But the future is bright; so, with gratitude to those who in the past built so faithfully and so well, and with loyalty and pride in the Troy State Teachers College, the Alumni Association accepts the challenge of the future and will go forward with a new interest and a new vision.

July 11, 1936. MARY ENZOR BYNUM.

CHARTER MEMBERS, ALUMNI ASSOCIATION

Miss Alexine Barr, Miss Florence Brantley, Miss Virginia Champion, Mr. Ira Champion, Mr. Charles F. Capps, Miss

Venie Crossley, Miss Celeste Darby, Miss Leila C. Eldridge, Mr. G. G. Eldridge, Miss Eugenia Griffin, Mr. J. W. Hanchey, Miss Annie Belle Hartwell, Mr. Wesley Hilliard, Miss Della Huddleston, Mr. W. D. Jeter, Mr. R. H. Jones, Miss Annie Jones, Miss Lizzie Lane, Miss Palestine Mills, Mr. R. S. McPherson, Mr. Thomas H. Macon, Miss Laura Ogletree, Miss Gussie Powers, Mr. James W. Sanders, Miss Sallie Strickland, Miss Cora Threadgill, Mr. George O. Wallace, Miss Beulah Youngblood.

CHAPTER 5

Departmental Personnel

The aim here is to put in form for ready reference the names and tenures of the various ones who have done actual work at the College. Unfortunately, in some instances, there were resignations after announcements were made, and the names of a few who were elected to fill vacancies were not easily found. It was especially difficult to keep records of those chosen for work in the summer after summer school announcements were made and they were not continued into the regular sessions; but the lists are essentially correct, I think.

Arts

Laura Jenkins, 1887-1890
Mrs. D. N. Baldwin, 1890-1893
Mrs. Lester Swift, 1893-1899
Willette McMillin, 1899-1900 (Vacant 1910-1914)
J. J. Doster, Manual Training, 1903-1905, 1906-1908
V. P. McKinley, Manual Training, 1905-1906, 1908-1918
Elizabeth Gorton, Public School Drawing, 1914-1919
J. W. Campbell, Manual Training, 1918-1920
W. B. Speer, Manual Training, 1920-1921 (Work discontinued)
Claire Rogers, Drawing, 1919-1926
Catherine Lowe, Drawing, 1926-1927, 1937 (Assistant)
Jane Muse, Drawing, 1920-1930
Martha Jane Ballard, Drawing, 1931-
Mrs. Charles McKinnon, Assistant, 1934-1937

Education

Jos. M. Dill, 1887-1888
Edwin R. Eldridge, 1888-1899

E. M. Wright, Assistant, 1887-1899; Director, 1899-1935; Pedagogy, 1901-1906; Pedagogy and Philosophy, 1907-1921; Department of Education, 1922-1935
Catherine Collins Gardner, Methods, 1901-1918, 1920-1922
Marvin A. Hanks, Assistant in Pedagogy, 1916-1917
George A. Jordan, Assistant in Pedagogy, 1917-1918.
Anna Dismukes, Assistant in Methods, 1917-1918
Louise Owens, Assistant in Pedagogy, 1917-1918
Mattie Middleton, Assistant in Methods, 1917-1918
Clara Pitts, Methods, 1917-1919
Loraine Hamil, Assistant in Methods, 1917-1918, 1920-1924
Annie Ray, Pedagogy Methods, 1923-1924
J. A. Broxson, Assistant, 1925-1927; Summer, 1935
Burrus Matthews, Assistant, 1930
Charles McElhinney, Assistant, 1930-1931
Mrs. G. G. Glover, Assistant, 1934-
W. Morrison McCall, Education, September 1, 1935-1937
Daisy Parton, Assistant in Education and Director Training School, September 1, 1935-1937

English

E. M. Shackelford, 1887-1899
C. L. McCartha, 1897-1908
James Jarvis Doster, Assistant, 1907-1908
Miss Sarah Emerson Luther, 1908-1914
Miss Mary Emma Key, Assistant, 1909-1910
Miss Eddie Lee Shackelford, Assistant, 1910-1911, 1915-1916
Miss Allie May Rymer, Assistant, 1911-1913
Miss Margaret Waugh, Assistant, 1913-1915
Miss Nan Harvey Barksdale, 1914-1918
Miss Myra Segars, Assistant, 1916-
Miss Lucy Dickenson, 1918-1919
Miss Jeretta Taylor, 1919-1921

Miss Mary DeBow Rich, 1921-
Miss Katie Kelsoe, Assistant, 1922-1923
Miss Mary Bradley, Assistant, 1924-1927
Miss Lessie Lea, Assistant, 1928-1931
Miss Nathalie Thompson, Assistant, 1928-1931
Mrs. Mary Enzor Bynum, Assistant, 1931-1933
Dr. Emily Sinclair Calcott, Assistant, 1935-
Dr. Jennie Lee Epps, Assistant, 1935, 1937 (Summer Schools)

Expression

Rena McCall, 1890-1894
Mrs. J. B. Wiley, 1894-1897
Sue Pierson, 1897-1898, 1899-1900
Anne Starke Gardner, 1898-1899
Collier Hollan, 1900-1903
Lila Alverson, 1905-1906
Bessie Rainer, 1906-1907

(Department abolished in 1907 and work turned over to the department of English).

Languages

James W. Morgan, Professor of Latin, 1887-1888
W. E. Griffin, Professor of Latin, 1888-1890
Charles R. McCall, Professor of Latin, 1890-1898
Clarence L. McCartha, Professor of Latin, 1898-1914; French, 1908-1914.
Fletcher J. Cowart, Professor of Spanish, 1903-1906
Virgil P. McKinley, Professor of German, 1908-1914
Mrs. H. A. Savage, Professor of French, 1922-1925
Mrs. A. S. Sartain, Professor of French, 1925-1926
Corrie Mae Garrett, Professor of French, 1926-1929
Elinor Martin (Mrs. L. C. Warr), Professor of Latin, 1926-1929

Jane C. Muse (Mrs. J. M. Stauffer), Professor of French, 1929-1930
Mignonne Pitts, Professor of Latin, 1929-1931
Isabell S. Watkins, Professor of French, 1930-1931
Marjorie M. Roach, Professor of French, 1931-1932
Martha Jane Ballard, Assistant Professor of French, 1931-
Robt. H. Ervin, Professor of French, 1931-1935
Harold D. Parcell, Professor of French, 1935-1936
Rudolph J. W. Kuhlman, Professor of French, 1935-1937
Emmet Kilpatrick, Professor of French, 1937-

Geography

Herbert A. Savage, Professor of Geography, 1921-1927
Fred Arnold, Professor of Geography, 1927-1930
William W. Spellings, Professor of Geography, 1930-1931
Catherine C. Gardner, Professor of Geography, 1932-1934
Curren M. Farmer, Assistant Professor of Geography, 1931-1932
Edgar L. Morphet, Assistant Professor of Geography, 1933-1934
G. G. Glover, Professor of Geography, 1934-
H. G. Parcell, Assistant Professor of Geography, 1934-1935
R. J. W. Kuhlman, Assistant Professor of Geography, 1935-1937
Catherine Chapman, Assistant Professor of Geography. 1935-

Department of Mathematics

J. W. Morgan, 1887-1889
James M. Dewberry, 1889-1891
Matthew Downer Pace, 1891-
Myra Segars, Assistant, 1920-1922, 1923-
Katie Kelsoe, Assistant, 1922-1923
Boyce Garrett, Assistant, 1935-

History

E. M. Shackelford, 1888-1919

A. S. Sartain, Assistant, 1918-1920; Head of Department 1921-

Miss Bertha Latane, Assistant, 1921-1922

Miss Katie Williams, Assistant, 1922-1924

Miss Martha Smith, Assistant, 1924-1927

Mrs. Mary Bynum, Assistant, 1926-

A. B. Elmore, Assistant, 1931-1937

Burrus Matthews, Assistant, 1929-1931

W. M. Hughes, Dr. Minnie Clair Boyd, Mrs. Mable Purcell, Miss Frankie Enzor, 0. P. South, Cecil McNair—These all taught in summer schools

Home Economics

Martha Sproul, 1915-1917

Florence Rembaugh, Dietitian, 1915-1933

Mary H. Miller, Home Economics, 1917-1924

Clarice Barnes, Home Economics, 1924-1925

Hedwig Schaefer, Home Economics, 1925-1926

Bessie Jemison, Home Economics, 1926-1927

Ethel York, 1927-1930

Margaret Garrett, Assistant, 1927-1930

Ibbie Jones, Dietitian, 1933-

Music Deaprtment

E. H. Kruger, 1887-1890

Mrs. L. H. Fowler (First Voice Specialist), 1891-1894

Mrs. W. L. Davids, 1894-1900

Mrs. Mary M. Selman (Mary M. Murphree), 1899-1904, 1911-1914 (Piano)

Mrs. O. Worthy, Assistant in Piano, 1899-1914

Miss Willie Purcell, 1900-1901

Miss Effie Woods, 1901-1902

Miss Lillian Stewart, 1903-1904
Dr. Charles R. Hodge, 1904-1905
Miss Nell Murphree, 1909-1910
Miss Grace E. Stover (Public School Music), 1911-1912
Mrs. Katherine McCall, 1912-1914, 1918-1925
Miss Elizabeth Gorton, 1915-1917
Mrs. Fred Arnold (Miss Clara Jones), 1926-1930
Mrs. George Rainer (Olivia Kirby), 1928-1929
Miss Marjorie Roach, 1931-1932
Miss Mary Vic Mauk, 1932-1933, 1934-
Mrs. R. H. Ervin, 1933-1934
Miss Catherine Chapman, 1935-

Physical and Health Education

Prior to 1908 the only work of this kind was what was then called "calisthenics", and it was usually done by grade principals. Occasionally teachers of "expression" combined that work with a little "physical culture".

Margaret Price, 1908-1909
J. W. Campbell, Director for Boys, 1921-1922
Allie Rymer, Director for Girls, 1911-1915, 1921-1926
Mildred Murphy, Director for Girls, 1926-1928
Gladwin Gaumer, Director for Boys, 1827-1929
Willie Belle Fisher, Director for Girls, 1928-1931
Otus Bynum, Director for Boys, 1929-1931
A. B. Elmore, Director for Boys, 1931-1937
Laureson Forrester, Director for Girls, 1931-
Curren A. Farmer, Director for Boys, 1935-

Psychology

Jos. M. Dill, 1887-1888
Edwin R. Eldridge, 1888-1898
Edgar M. Wright, 1898-1931

Charles McElhinney, Assistant, 1930-1931
Robert H. Ervin, 1931-1936 (1931- separate department)

School Physicians

Dr. J. S. Beard, 1890-1899
Dr. H. M. Weedon, 1915-1916
Dr. W. S. Sanders, 1916-1937
Dr. Jas. O. Colley, 1937-

School Nurses

Martha Sproul, 1915-1916
Florence Rembaugh, 1916-1921
Vada Earnest, 1921-1934
Vera Laseter, 1934-

Science

E. M. Shackelford, Professor of Natural Science, 1887-1888
C. S. Richardson, Professor of Natural Science 1888-1889
Dr. C. L. McCartha, Professor of Natural Science, 1889-1890
A. A. Persons, Professor of Natural Science, 1890-1892
Dr. C. L. McCartha, Professor of Natural Science, 1892-1898
Fletcher Jackson Cowart, Professor of Natural Science, 1898-1919
Mr. Auxford S. Sartin, Professor of Natural Science, 1919-1922
Mr. H. A. Savage, Professor of Science, 1922-1927
Mr. Fred Arnold, Professor of Science, 1927-1930
Miss Minnette MacKay, Professor of Biology, 1930-1932
Dr. C. M. Farmer, Professor of Biology, 1932-1935; Science, 1935-
Mr. C. A. Farmer, Assistant Professor of Science, 1934-1935

Librarians

Unknown—Clerk and Librarian, 1889-1890. (There was none).

Miss Delilah Champion, Clerk and Librarian, 1893-1896

Miss Julia Bowles, Student Librarian, 1896-1904

Clarence Linden McCartha, Jr., Librarian, 1904-1910

Margaret S. Bryan, Librarian, a few months in 1910 and 1911

Mittie B. Knox, Librarian, 1911-1912

Joseph A. Boyd, Librarian, 1912-1919

Sadie Bayles, Assistant Librarian, 1919

Evelyn Somerville, Librarian, 1919-1922

Lois Adams, Librarian, 1922-1931

Mrs. R. B. Parks, Assistant Librarian, 1927-1931; Librarian, Summer, 1930-1933; Assistant, 1935

Mrs. A. S. Sartain, Librarian, 1933

Charlotte Smith, Librarian, 1933-

Lois Rainer, Assistant, Summer 1935

Training School Faculty

(The period from 1890-1893 is incomplete due to lack of records)

Miss Nettie Rousseau, 1887-1888
Teacher of Methods and Director of Practice

W. E. Griffin, 1887-1890
Seventh and eighth grades

Mary Jane Moore, 1887-1888, 1895-1896
Fifth and sixth grades 1887-1888, 1888-1889
Director of Model School, 1889-1896

Mrs. Julia L. Bowles, 1887-1890
Fourth grade

Miss Abbotte Spratlen, 1887-1888
Second grade
Miss Laura Montgomery, 1887-1888
First grade
Miss Elizabeth Burford, 1888-1890
Fifth grade
Miss Leila Eldridge, (Time uncertain, about 1888, part of year)
Sixth grade
Miss Emesa Locke, 1887-1889
Third grade
Miss Celeste Darby, 1888-1889
Second grade 1888-1890
Grades 1—2, 1900-1925
First grade 1925-
Miss Virginia Airey, 1888-1890
First grade
Josie Brannen, 1893-1896
Principal and Teacher of High School Department
Clyde Minchener, 1893-94
Principal and Teacher of Intermediate Department
Valerie Centerfit, 1893-1894
Principal and Teacher of Primary Department
May Lamar, 1894-1895
Principal Intermediate Department
Catherine Gardner,
Teacher of Third grade, 1887-1892
Principal of Kindergarten Department, 1894-1895
Director of Model School, 1896-1918
Director of Primary Practice, 1919-1922
Supervisor of Primary Grades, 1926-1935
Second Grade Critic, 1935-

Hennie Wiley, 1894-1896
Principal Primary Department
Willie Belle Segars, 1896-1899
Principal of High School Department
Miss Wyche Greene, 1896-1897
Assistant High School Department
Pearl Gellerstedt, 1896-1897
Alternate Principal, Intermediate Grades
Loraine Hamil
Alternate Principal Intermediate Grade, 1896-1897
Fifth and Sixth Grades, 1905-1913
Third and Fourth Grades, 1913-1919
Director of Intermediate Practice, 1919-1921
Supervisor of Intermediate Grades, 1921-1935
Fourth Grade Critic, 1935-
Lucille Cobb, 1897-1898
Sixth Grade
Mary Gilchrist, 1897-1898
Fifth Grade
Julia Jernigan, 1897-1898, Fourth Grade
1898-1899, Junior High
Marguerite McCracken, 1898-1899
Junior High
Kitty Averitt, 1898-1899
Junior High
Amy Hubbard
Principal Primary Department, 1898-1899
Principal Grade 1-2, 1899-1900
Mabel Cowart, 1899-1910
Principal, Grades Three and Four
Ilona Cameron, 1898-1905
Principal Intermediate Department

J. J. Doster, 1899-1902
Principal High School Department
Edward T. Ferguson, 1902-1903
Principal High School Department
Virgil P. McKinley, 1903-1907
Principal High School Department
Harvey M. Morrow, 1905-1906
Principal High School Department
Mrs. C. S. Abbott, 1905-1906
Fifth and Sixth Grades
George Houston Howard, 1907-1908
Seventh and Eighth Grades
Marie Anna Jones, 1908-1909
Seventh Grade
Mamie McMillan, 1909-1910
Seventh Grade
Mary Emma Key, 1910-1913
Seventh Grade
Mary Jones, 1910-1911
Third and Fourth Grades
Gertrude Wideman, 1911-1912
Third and Fourth Grades
Delphine Feminear, 1912-1913
Third and Fourth Grades
Reuben Owen Dykes, 1913-1914
Principal Seventh and Eighth Grades
Alma Cole Hall, 1913-1915
Teacher of Grades 5—6 in 1913-14, 5—6—7 in 1914-15
Myra Segars, 1914-1919
Seventh Grade
Mrs. W. R. Lancaster, 1915-1916
Seventh Grade

Caroline B. Smith, 1916-1917
    Fifth and Sixth Grades
Mattie Paul, 1917-1923
    Fifth and Sixth Critic
Clara Pitts, 1918-1919
    Director of Model School
Claire Rogers, 1918-1919
    Assistant in Third and Fourth Grades
Mignonne Pitts, 1919-1922
    Seventh Grade, Assistant in Sixth, 1919-1921
    Junior High Critic, 1921-1923, 1927-1930
Elinor Martin, 1920-1929
    Third and Fourth Grade Critic, 1920-1923; Intermediate Critic, 1923-1925
    Social Sciences and Latin, Junior High, 1926-1929
Edgar McBryde Wright
    Principal of High School, 1895-1899
    Director of Training School, 1921-1935
Verna Nordan, 1921-1922
    Intermediate Critic
Annie Ray, 1922-1924
    Director of Primary Practice Work
Sallie Lee Boyd, 1922-1924
    Intermediate Critic
Mrs. W. V. Eagan, 1923-1924
    Intermediate Critic
Mary England, 1924-1926
    Supervisor of Primary Practice Teaching
Leila McGregor, 1924-1926
    Junior High School Critic
Catherine Elizabeth Lowe, 1924-1926
    Intermediate Critic

William M. Hughes
Principal Junior High, 1925-1926
Junior High Vocational Director and Critic, 1923-1925
Maline Burns, 1925-1936
Intermediate Critic, Sixth Grade
Hilda Womack Davis, 1925-
Primary Critic, Third Grade
John A. Broxson, 1926-1928
Principal High School
Director of Training School, Summer Session 1935; also 1937
Lavonia Rittenberry, 1926-1930
High School Critic, History and English
Solomon Baxter
High School Mathematics and Coach, 1926-1927
Science 1927-1928
Corrie Mae Garrett, 1926-1929
High School English and French
Julia Louise Bolls, 1926-1927
High School General Science
Leona Decker, 1926-1928
Fourth Grade Critic, 1929-1931
Elementary Superintendent of Playground, 1928-1929
Bernadine Glaser, 1926-1928
Fourth Grade
May Belle Johnson, 1926-1928
Second Grade
Isaac Browder, 1927-1928
High School Mathematics and Principal
Margaret Garrett, 1927-1929
Home Economics
Willie Stevens, 1928-
Fifth Grade Critic

Daisy Parton, 1935-1937
Director of Training School
Burrus Matthews
Principal High School, 1928-1930
(On leave of absence in 1929-1930)
Clarence Hope
Junior High School Supervisor, 1928-1930
J. W. McClimans
High School Mathematics, 1928-1930
Louis V. Chesser
Principal of Senior High, 1925-1926
Mary Bradley, 1925-1926
Assistant in High School English
Joseph C. Hayes, 1925-1926
Tutor in High School Science
Meta Riley Cooper, 1928-1930
Second Grade Critic
Lela Carr Newman, 1930-1931
Second Grade Critic
Olivia Kirby, 1928-1929
Fourth Grade Critic and Public School Music in Training School
Louise Brown, (Time uncertain, about 1924 according to Miss Hamil)
Sixth Grade Critic
Miss Fannie Cherry, (Junior High)
(Do not know year, reported by Miss Hamil)

Secretaries

Woodward E. Griffin, Secretary to President and Recording Secretary, 1887-1890
Charles R. McCall, Secretary to Faculty, also Recorder, 1890,1892

Clarence L. McCartha, Sr., Secretary to Faculty and Recorder, Oct. 4, 1892-Aug. 20, 1895

Edgar McBryde Wright, Secretary to Faculty and Recorder, Aug. 20, 1895-1905

C. L. McCartha, Jr., Miss Julia Bowles (Mrs. Thornton Wood), secretaries to President, 1905-1911

Joseph A. Boyd, Secretary and Recording Secretary, 1911-1919

Mrs. Josie Owens, Secretary (Clerical and Financial), Jan. 14, 1920-1927

Lula Owens, Secretary, Aug. 21, 1921-

Sadie Bayles, Recording Secretary, 1919-1920

Evelyn Somerville, Recording Secretary, 1920, June 1, 1923 Assisted by Misses Myra Segars and Claire Rogers

Mrs. Lucile Blan Sawtell, Registrar, Jan. 1, 1923; Sept. 1, 1931. Assistant Registrar and Recorder, Sept. 1, 1931-

Leola Ingram, Financial Secretary, 1927-1934

Treasurers

Charles Henderson, 1887-1899

W. C. Black, 1899-1902

L. H. Bowles, 1902-1910

Key Murphree, 1910-1918

John W. Bowers, 1918-1922

Frank P. Folmar, 1922-1927

E. R. Partridge, 1927-1931

Josh Copeland, 1931-1934

Leola Ingram, 1934-

CHAPTER 6

The Governing Boards

By the Author

The College has had three distinct governing boards—the first, called the "Board of Directors", served for Troy only; the second, the "Board of Trustees for the White Normal Schools of Alabama"; and the third, the "State Board of Education". The names of these boards indicate the evolution of the normals from local to State institutions; and the personnel of the boards named here indicate the fine type of citizens who have been called to serve on them.

I shall not go into details, my purpose being only to give the periods of service by each board and a list of those who served on them.

The Troy Board of Directors, 1887-1911

First appointees: John D. Gardner, John B. Knox, Oliver C. Wiley, Frank Baltzell, and James Folmar, all of Pike; J. Webb Foster, of Henry; Joseph A. Adams, Dale; Benjamin R. Bricken, Crenshaw; P. Jefferson Ham, Coffee. Mr. Adams died before the Board met, and Mayor Charles Henderson succeeded him. Resignations from time to time brought W. C. Wilson, C. R. McCall, H. D. Clayton, and Dr. H. C. Smisson into this Board before the organic change of 1893. After that time, most of the local members gave place to Judge J. E. Cobb, Major D. S. Bethune, Captain C. P. Rogers, Judge A. A. Evans, Hons. E. M. Robinson, W. W. Lavender, R. P. McDavid, W. C. Black. Names of other appointees may be found in records in the Governor's office, but only those given above ever actually served.

The Board of Trustees for the White Normal Schools, 1911-1919

This Board consisted of Governor Emmet O'Neal, and Superintendent H. J. Willingham, *ex-officio;* W. T. Sheehan, R. B. Evins, W. W. Lavender, C. S. McDowell, John D. McNeel, John B. Weakley. It served until it was superseded by the State Board of Education in 1919, the chief changes being in the *ex-officio* members. The only other new names are those of Erwin Craighead, R. L. Glenn, W. C. Black, and M. M. Striplin in place of John D. McNeel, Jno. B. Weakley, and R. B. Evins, who had resigned.

The State Board of Education, 1919-

The first State Board of Education consisted of Governor Thomas E. Kilby and Supt. John W. Abercrombie, *ex officio*, Mrs. T. G. Bush, Hon. A. H. Carmichael, Dr. D. T. McCall, Dr. Robert H. McCaslin, and Messrs. L. B. Musgrove, and A. C. Tyler.

The Legislature of 1923 enlarged the appointive membership of the Board from six to ten (one from each congressional district), and Governor Brandon appointed Hons. W. L. Lee, R. H. Powell, J. C. Inzer, and Cadwallader Erwin to the new places. When Alabama lost a representative in Congress, the Board lost a member, and now there are only nine appointive members.

Resignations, deaths, and changes of administrations have brought the following into this service from time to time: Jack Thorington, L. Sevier, R. B. Evins, Mrs. W. H. Jeffries, L. H. Ellis, A. M. Tunstall, Dr. J. C. McLester, Horace Turner, Lum Duke, Isadore Kayser, Joseph Starnes, Crawford Johnson, John C. Milner, D. M. Maxwell, W. D.

Barton, N. D. Denson, W. Carvel Woodall, Mrs. W. A. Gresham, and Donald Comer.

Besides Superintendents Willingham, Abercrombie, and Feagin, already mentioned as *ex officio* members of the last two Boards, must be counted Supts. Dowell, Tidwell, Harman, and Keller.

The present Board is made up as follows:

Governor Bibb Graves, *ex officio,* Chairman
Superintendent J. A. Keller, *ex officio,* Secretary
Mr. D. M. Maxwell, Monroeville, First District
Mr. W. D. Barton, Montgomery, Second District
Hon. N. D. Denson, Opelika, Third District
Hon. W. Carvel Woodall, Tallassee, Fourth District
Hon. Joseph Starnes, Guntersville, Fifth District
Hon. L. Handy Ellis, Columbiana, Sixth District
Mrs. W. A. Gresham, Russellville, Seventh District
Hon. A. H. Carmichael, Tuscumbia, Eighth District
Hon. Donald Comer, Birmingham, Ninth District

CHAPTER 7

Legislative Acts Affecting the College

By Professor A. S. Sartain

This digest is inserted for the convenience of those who may be interested in a study of the evolution of the College, as reflected in the State's laws affecting its maintenance and government.

Feb. 28, 1887—Creating act approved (set out in full in Chapter 2)

Feb. 21, 1893—Legislature changed name to "State Normal College", reorganized Board and authorized granting of degrees.

Feb. , 1895—Appropriation increased to $5,000.

Dec. 5, 1900—Appropriation increased to $7,500.

Sept. 9, 1903—Appropriation increased to $10,000.

Feb. 28, 1907—Appropriation increased to $15,000.

April 12, 1911—$20,000 per year for 4 years; for Dormitory, $40,000 provided $10,000 be raised locally.

April 18, 1911—Board of Trustees created for white Normal Schools.

Feb. 24, 1915—Created Free Scholarship for U. D. C.

Sept. 15, 1915—Increased powers of Board of Trustees.

Sept. 26, 1919—General Act creating the State Board of Education and setting up a School System for State of Alabama. This abolished Board of Trustees and placed Normal Schools under State Board of Education.

Sept. 30, 1919—Appropriations, $25,000 for 1919; $30,000 for 1920; $35,000 for 1921; $40,000 for 1922; $2,500 per year for 4 years to pay debts; $30,000 for erection of Training School.

Aug. 25, 1927—Increased appropriation to $75,000 and provided for equalization fund for Teacher Training in addition. $400,000 for buildings.

Nov. 9, 1932—Appropriation, $52,500 and share of equalization fund.

Sept. 2, 1935—Appropriation, $67,500 and share of equalization fund.

Sept. 13, 1935—Appropriation to pay interest on debts due prior to July 1, 1935.

CHAPTER 8

Our Illustrious Dead

Of the 3,094 alumni of the Institution, perhaps 250 have gone to their reward, among them some of its most brilliant and promising members. We mourn their loss, and dedicate this brief paragraph to them in loving memory. Each one of them earned a place in the educational annals of the State, and is worthy of a larger place than can be allotted in such record as this; but we must content ourselves with this brief recognition of them as a group. However, there is one particular group of six—J. Asbury Boswell, Frank Ravenscroft McCall, Ralph Dorman, A. Hansford Cowart, Peyton V. Deese, and Walter S. Richardson—who made the supreme sacrifice on the battle fields of France, and of them the *Palladium* for 1919 spoke as follows:

> "Solemnly and reverently we dedicate this issue of our *Palladium* to those gallant men among our former students who during the past year have given their lives for human liberty on the fields of Europe. Some went after weeks of suffering from wounds or disease, some suddenly in the tumult and fury of the fight, and some in the perilous flight of the battle plane—all alike entitled to the admiration and gratitude of the world."

Four members of the Faculty either died while in service or soon after severing their official connection with it. They were Professor Charles R. McCall, Dr. Clarence L. McCartha, Professor Fletcher J. Cowart, and Dr. Edgar M. Wright, and I feel that their long and distinguished services justify the special recognition accorded them in the following pages dedicated to their memory.

CHARLES RODERICK McCALL

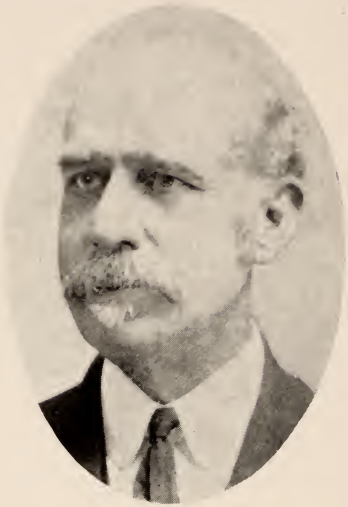
Born at Perote, Alabama, in 1850, of Scotch parentage, Professor McCall was educated in the common schools of Union Springs and at the University of Alabama, where his average grading was the highest since "the war". He graduated with the A.B. degree in 1877, was immediately chosen as instructor, and in 1879 he received the A.M. degree. He edited the *Greenville Advocate* and the *Troy Messenger* during the next six years; was secretary to the U. S. consul at Rio de Janiero in 1885 and consul at Santos, Brazil, from 1886-89. A member of the Board for a short time in 1890, he resigned to become Professor of Languages at the State Normal College, a position which he filled with great distinction until his untimely death on August 24, 1898.

A keen mind, a natural linguist, a gifted writer, a skillful diplomat, and one of the finest conversationalists the author ever knew, Professor McCall was in great demand at social functions, and he ornamented every group of which he was a member.

CLARENCE LINDEN McCARTHA

Professor McCartha, a native of South Carolina, was born in Fairfield District, March 15, 1841. He graduated from Wofford College, Spartanburg, S. C., in 1861, as A.B., and received the degree of A.M. from the same institution three years later. He at once entered on his life vocation. While in college he received license as a local preacher in the Methodist Episcopal Church, South, and through all his years he diligently followed his two-fold calling. After the Civil War, he came to Alabama and taught successful schools at Lawrenceville, Union Springs, Gordon, Geneva, Newton, Ala., and Greenwood, Fla. He became teacher of science at the Troy Normal in September, 1889. He resigned and spent two years at the Southern University, returning to his position in Troy in the summer of 1892. He remained in the College until his retirement in August, 1920. He died September 29—just a month later.

Dr. McCartha was what may be called an all-round scholar. Like many of the great teachers of his generation, he was almost a complete faculty within himself. He was popular both as a teacher and as a public speaker.



FLETCHER JACKSON COWART

Professor Cowart was born near Henderson, Dec. 1, 1850. The neighborhood schools gave him his early training. He afterwards attended the college at Auburn, from which he received his degree of Master of Science. He taught five years, two of which were at Brundidge. In 1875, he came to Troy and became editor of the *Messenger*. Two years later, he was elected County Superintendent of Education. This position he resigned in 1880, having been elected to the Legislature. He had passed a local option law and was also author of one of the earliest laws in Alabama requiring the examination and licensing of teachers. He was in the Indian service from 1885-1889. He then engaged for four years in mercantile pursuits, when the superintendency of the City Schools of Troy was tendered him. After five years of this work he was elected to the chair of Science in the Troy Normal from which he retired in 1919 after twenty years of most satisfactory service.

Prof. Cowart possessed one of the finest native intellects and had the most artistic and poetic taste of anyone ever connected with the College. He was the author of several College songs, a "Legend of Alabama", and was a master of the art of written English.

EDGAR McBRYDE WRIGHT

Professor Wright was born near Greenville, Ala., January 7, 1873. His family removed to Troy in 1879 and he spent the rest of his life here. He made an early choice of teaching as a profession, and his education was directed to that end. At the age of eighteen he graduated from the State Normal College at Troy with the degree of Bachelor of Philosophy. He then entered Peabody College for teachers at Nashville, and received from that institution degrees as follows: Licentiate Instructor, 1893, Bachelor of Arts, 1895; Master of Arts, 1898. Leaving Nashville, he was at once chosen Principal of the High School of the State Normal at Troy, over which he presided for four years. In 1899 he was elected to the chair of Education which position he occupied until his death on March 31, 1935. In recognition of Dr. Wright's service to the cause of public education, the University of Alabama in 1928 conferred upon him the degree of LL.D.

Dr. Wright was in much demand as a public speaker and filled engagements on the chautauquas of various states. He was very popular with both Faculty and students and his death was a great loss to the College.

CHAPTER 9

Specimens of College Literature

Selected by the Author

The College cannot boast of the quantity of the literature produced by its corps of workers, if we except that considerable body of pedagogical material heretofore mentioned as contained in the *Normal Exponent,* edited by President Eldridge in the nineties. But there has been produced some good "stuff", and a few real gems, which, it seems to me, should be compiled and preserved. At some future time, I hope to go more fully into this subject than space will permit here.

Mention was made in Chapter 17, Part One, of a series of lectures delivered in the years 1894 and 1895 under the auspices of the department of history. I stated then that I hoped the College might some day be in position to bring out the series in volume form. Since that seems impracticable under present conditions, I am inserting here just enough from three of those lectures to indicate their general character. I believe that the discriminating reader will note, even from these brief extracts, that the writers not only knew their subjects but possessed rare powers of presenting them. If any one should desire to read these lectures in full, they may be found in manuscript form in the College vault.

Professor Cowart's "Foreword" to the *Palladium* for 1912 and his "Legend of Alabama", used as an introduction to the pageant "Alabama's Gifts", are both beautifully written and are worthy of a place in the literature of our Institution—yea, of the State too.

Other selections are made for both their worth and for the sake of variety. I feel that we have made a good beginning in this field, and that the future may hope for much

more, if not better results. Let me here urge my successors to be more diligent than my generation has been both in producing and in preserving what is produced.

The French Revolution

By Professor Charles R. McCall

The story of the French Revolution is the most stirring utterance of the Muse of History from her ultimate word of yesterday back to her first syllables on the banks of the Nile. The Gallic race is an impulsive, excitable, hot-blooded people; the cup of their suffering had been filled to the brim; they had been driven into the lowest and darkest depths of misery by oppression and suppression; and so, when the pendulum had reached the furthest limit, the great principle of action and re-action forced it to the opposite terminus of its terrible trajectory. Thus it is that the French Revolution is essentially a drama, with the main action ever reaching on through a quick-shifting succession of tragic scenes and startling situations—altogether, the most thrilling drama ever set on the stage of Time.

Its prologue was also writ in tears and blood, and, to many a spectator plainly foreshadowed the direful tragedy. "After us, the Deluge"—was the oft-recurring phrase of Louise XV and the Pompadour. And Lord Chesterfield, visiting France in the reign of this same debauched monarch, wrote to his friends in England: "In short, all the symptoms which I have met with in history, previous to great changes and revolution in government, now exist and daily increase in France".

What were the *causes* producing these portentous symptoms? The government was a despotism and the king was a Sultan. In the great struggle between papacy and royalty, no sovereign of Europe contributed more to the triumph of the

crown over the tiara than the king of France, "eldest son of the Church" and "Most Christian Majesty" though he was. And the nobility, that other consecrated enemy of the throne, was subdued in France by such kings as Charles VII and Louis XI and by such masters of kings as Richelieu. And so Louis XIV was able to maintain the "divine right of kings" and to utter his memorable boast, "The State? *I* am the State". An irresponsible government is necessarily a venal government; hence, the kingship of the Louises XIV and XV was as corrupt as it was tyrannical. The scarlet woman flaunted her shame on the steps of the throne and used the royal favor to fill her own coffers and advance the fortunes of her friends and relatives. Places in parliament and the army, indeed most of the higher offices, were sold. *Lettres de Cachet* were objects of bargain and sale. The collection of the revenues was farmed out. Under Louis XIV, "in many towns", the trade in various commodities, the earnings of boatmen and porters, "were secured to certain families exclusively, in consideration of a large premium" paid to the government! At the magnificent but depraved Court of the Grand Monarch, there were 15,000 persons maintained in luxury and idleness by the blood-money wrung from the people, while an army of office-holders swarmed like the plague of locusts in the provinces of France.

As for the nobility, once leonine in their strength, the great Cardinal had clipped their claws and drawn their teeth. They still wore steel upon the thigh, but it was drawn only in private brawl or the long and desolating wars of their royal masters. They had degenerated into reckless roisterers and idle intriguants, pensioners on the favor of the king and the facile instruments of his greed and ambition. Their feudal power gone, they retained their feudal privileges

and distinctions and their feudal and brutal selfishness and arrogance.

The status of the Church was even more deplorable. The Gallican hierarchy was, like the *noblesse*, a decayed feudal order. The high and holy offices of the Church were filled generally by members of noble families, attracted by the mere worldly advantages of these positions. The crozier had become a rod of oppression and dissolute hearts throbbed under the cassock.

There were, I rejoice to say, individual nobles and churchmen who formed splendid exceptions to these statements; but, to borrow an idea from a previous lecturer in this course, "these shining exceptions served only to intensify the darkness, not to relieve it."

And now we come to Cimmerian night—the "blackness of darkness", indeed. I refer to the condition of the people—the 25 millions of common people in France. Oppressive monopolies and an iron-clad organization of guilds fettered manufactures and trade and held labor and the spirit of invention in bondage. A large part of the land in France was owned by the clergy and nobility, who paid no taxes whatever, leaving the immense burden of taxation to be borne by the commoners. The peer, in his splendid chateau, and the prelate, in his magnificent episcopal palace, must live in gilded luxury. The king must carry on his ceaseless and causeless wars. The thousands of holders of salaried sinecures in the royal household must flirt and feast and dance and revel in the sumptuous halls of Versailles or the shady alleys of little Trianon. And peasant and burgher, forsooth, must starve themselves to pay the piper for these merry revellers!

And starve they did, literally. In every province, famine prevailed. Thousands subsisted on "nut-oil, the bark of trees, boiled grass and meal-husks". "On the road-side, peo-

ple were found dead, with their mouths full of grass". "France", wrote the great-hearted Fenelon, "was one vast hospital."

Rise, Progress and Downfall of the Byzantine Empire

By Dr. C. L. McCartha

In following the current of history the student here and there finds a point where the great stream seems to pour itself into some great reservoir which, supplied and rendered turbid by the influx of numerous tributaries, obscures the further course of the current. Both to the compiler of historic facts and to the philosopher who seeks to trace effects to causes and recognizes history as "philosophy teaching by example", these confluences present complications and difficulties alike perplexing and instructive. To trace the progress of a single nation, or even the career of a single race, is a work of comparative ease and simplicity. But when separate nations and different races, having measurably fulfilled their several missions, meet to deposit their various contributions to the general stock of humanity, the shock is terrific, the uproar deafening, the confusion awful. And as the terrified dweller on the slope of the belching volcano can not realize or even suspect its ultimate benefits, so the near observer can not estimate correctly the most important epochs in the world's history. Even six hundred years form all too short a period to sum up finally the results of that complicated chapter of human history which it is ours to consider today.

Rome had passed through her struggle for precarious existence, her sharp contest for national supremacy and her persistent pursuit of universal dominion, and reigned proud mistress of the world. She had poured into her coffers the

rich spoils of a dozen wholesale robberies, and filled her treasury with the countless tribute of a hundred conquered nations. She had adorned her streets, her temples and her homes with the trophies gathered from all lands. She had emptied the material results of the world's civilization at the foot of her throne. Her thirty thousand shrines and altars silently voiced the religious expression of every clime. By the ponderous blows of her iron arm she had driven this heterogeneous conglomeration into massive unity if not into molecular homogeneity. But a germ instinct with life had fallen into the crevices of this massive structure and the cement of integrity, courage and virtue which in her earlier and less pretentious youth held the walls so securely in place no longer unified the mass. The ponderous stones rested insecurely, totteringly upon one another, and when the great storm of barbaric invasion swept down from the North and rolled over the Alpine wall over the plains of the Po and the Adige, the city of the Tiber rocked and reeled on her seven hills and ceased to be the center of the world. The extensive northern boundary of the Roman Empire having been broken on the West by the irruptions of the Visigoths, Spain and France were soon lost to Rome. As Rome had been growing weaker by luxury, venality and tyranny, the Northern barbarians had been growing stronger. So, with this loss on the West she was no longer in the center of her territorial limits. Seeking such a center Constantine strengthened and adorned the old Greek city Byzantium, at the entrance of the Thracian Bosphorus, gave it his own name and transferred his court thither about A. D. 320. The complete and permanent division of the Empire did not take place, however, until about seventy years later, when the dying Theodosius bequeathed to Honorius the empire of the West and to Arcadius that of the East, these thenceforward being recognized

as distinct empires; the Roman and the Byzantine. Understand that the so-called divisions previous to this time, were divisions or departments of joint rule, such as had been made under the first Triumvirate, when Caesar was given rule over Gaul and the West, Pompey the central territory and Crassus the East, without contemplating any division of the Empire. The contests which distracted the Empire during the fourth century were between rival but co-ordinate rulers of the same empire. The subsequent conflicts were between hostile rulers of separate empires. To follow the Western or Roman Empire to its ultimate downfall eighty years later (476 A. D.) is a task so well and thoroughly performed by Gibbon as to need no further investigation. By this division, however, the East was saved from absorption in that ruin, and continued for nearly a thousand years longer.

The Elizabethan Age

By Prof. F. J. Cowart

It is an interesting, if not a profitable, thing for the philosophic to speculate upon that divinity which shapes our rough-hewn ends, to asertain as far as may be, the occult causes that conspire to create those cyclic periods in which constellations appeared in the intellectual heavens—whether it be focalizing tendencies that evolve the diviner elements of the minds, or whether men are born into the world at certain intervals with mental powers of preternatural breadth and grasp.

Be this as it may it is a fact that history has its landmarks and its beacon lights. The dead level of one age is hidden in the monumental shadows of another, and only here and there along the night-shrouded coast of the past loom the

far flashing beacons of master minds and splendid deeds. . . .

Back in the early morning time of history the glory of Egyptian civilization culminated under the great Rameses and to this day conceptions evolved in massive stone, broken and dismantled, stand as gigantic witnesses of the phenomenal activity of the human intellect in that remote age. Coming down the tide of time the next beacon light flashes from the classic shores of Greece. It is the age of Pericles, the fourth century before Christ, an age illustrated and illuminated by such princely minds in philosophy as Plato, Socrates and Zeno; in poetry by Aeschilus, Sophocles and Euripides; in art by Xeuxis, Phidias and Praxiteles; in statesmanship by Pericles, Alcibiades and Aristides. The next period rising into great prominence is the Golden Age of Augustus, whose halo of glory is the crowning excellence of the Eternal City. Following this the night of the Dark Ages settled upon the history of man for a thousand years. It is true that the gloom of this long lapse was broken at intervals by the lightning flashes of genius which served, however, to intensify the darkness rather than to dispel it. Along towards its close there arose in the south of Europe the weird auroral light of Moorish civilization, but no steady gleam came until the Medicean Period was ushered in under the great Florentine Prince, Lorenzo the Magnificent. Contemporaneously came the Renaissance, the new birth of the nations. Gunpowder, the death-dealing agency, appeared and the art of war was revolutionized. Columbus found America and made way for liberty. Gutenbeg lived and the printing press came, the most powerful auxiliary civilization ever had. Luther, Melancthon, Huss and Wycliffe lifted up their voices and with trumpet tongues shook down the hoary strongholds of a rapacious, corrupt and utterly bigoted ecclesiasticism, which

had held its mailed hand upon the throat of progress for a thousand years. Then came the Age of Elizabeth, in which was sounded the first clear note of the disenthralled mind, and in which men trod intellectual altitudes never before nor since surpassed.

Foreword to the Palladium for 1912

By Prof. F. J. Cowart

Samuel Johnson, the Ursus Major among the constellations of the English literati, is said to have defined *preface* as "that part of a book which nobody reads." Perhaps so, but we are going to "chance" it, and take the risk of spoiling a page of good white paper to no good purpose. For we believe the select and elect circle who exchange their coin for this keepsake will give ear while the manager of our little show comes out before the curtain, makes his bow and speaks his foreword.

A desire to celebrate riots in our blood, therefore this innovation.

A quarter of a century ago the State Normal College of Troy, began its career. It was quite a modest institution in everything except the name. Now its dimensions have increased nearly ten fold in every way except in name. That has shrunk to "School." Selah!

A little while ago those who be in authority, seeing how nobly the craft had breasted the waves of adversity and ridden out the storms of opposition, put their heads together and said: "Go to; let us celebrate. Our bark that was long tempest driven has come into halcyon waters. Let us call our children together that we may look upon each other's faces again. Let us celebrate our twenty-fifth anniversary with a glad hand and an outstretched arm." And so it was, and is.

The children present and those scattered into far countries acclaimed our scheme. They answered yea with one accord, and came loyally across with their approval, their pens, their pencils, and their shining shekels. And this memorial volume is the outcome.

Now after the reader has finished this foreword, he will find coming next some pages of necessary history, possessing all the absorbing interest, thrilling qualities and dramatic climaxes of census statistics. This over, there comes an assortment of physiogomies artistically portrayed at so much per. Appended to the pictures is some valuable and engrossing biographical information including date of birth (gentlemen), name of lucky institution which they visited in search of knowledge, and a modest reference to the distinguished services he or she rendered as principal and janitor of the seminary at Boggs' Cross Roads. After all this has been assimilated, other joys await the undaunted and persevering reader. First he will encounter other good looking and well intentioned people, who are undoubtedly puzzled to know what they have done to merit so much glory.

Here we would pause a moment, laying aside our innocent badinage, and with uncovered heads and bowed hearts, hang a votive chaplet above the images of those noble ones who once wrought with us, but now have passed on to wider fields and greater work.

After this, and best, at least to all the tribe of Momus, come the conceits and antics, the quips and pranks of the fun makers with their pen and pencil. These budding humorists, the incipient Bill Nyes, Abe Martins and "Spangs", are all the children of our present household, and we trust that the gentle reader and kind hearted critic may find a tithe of the diversion in looking over these jokes and caricatures that these young people have had in their creation.

Last, comes the privilege of looking upon the "counterfeit presentment" of many fair women and brave men, who constitute in part the sons and daughters of our school, who have gone forth from our walls year after year to reflect honor upon their Alma Mater.

Sometimes, possibly a year hence, if this venture prospers, the promoters of this hope to come before you again, and, with your assistance, present an offering even more acceptable than this.

Now the blushing manager bows to the clapping of many imaginary hands, and retires from the footlights.

So endeth the Foreword.

ALABAMA'S GIFTS
A Pageant
by
Myra Segars
English Department
State Teachers College
Troy, Alabama
Presented November 22, 1930
by
Faculty and Students
Home Coming and Dedication of Graves Hall
and Shackelford Hall

(Names in right hand column are those of the authors)

I. Prologue—Grace Hudspeth ..... Miss Rich
II. Alabama Muses Over Her Wealth
Alabama—Margaret Shackelford ..... Miss Rich
III. Scenes of Alabama's Wealth
1. Her Forests .... Mrs. Bynum and Mr. Spellings

2. Her Mines
   a. Her marble ..... Mrs. Parks
   b. Her coal and iron ..... Mr. McElhinney and Mrs. Arnold
3. Her Agricultural Products
   a. King Cotton—Ottis Hayes ..... Mr. Farmer
   b. Her Grain and Fruits ..... Miss Watkins
      Sara Paul, Doris Pearson, Janie Sue Ward, Margaret Pace, Melmoth Goldthwaite, Laura Frances Collier
   c. Her Dairying ..... Miss Murphy
   d. Her Water Power ..... Miss Lea and Mrs. Arnold

IV. Alabama and the Sibyl ..... Miss Rich

V. Alabama's Investigation ..... Miss Rich
   Page—Dan Gibson

VI. Alabama and Public Health ..... Miss Rich
   Public Health Officer—Delmar Jackson

VII. Alabama and Education
   1. Grammar Grades ..... Training School
   2. High School ..... Miss McKay
   3. University ..... Miss Hamil
   4. Auburn ..... Mr. Matthews
   5. Alabama College ..... Mrs. Stauffer
   6. Teachers Colleges ..... Miss Rich
      a. Florence—Vara Mashburn
      b. Jacksonville—Minta Hatchett
      c. Livingston—Helen McInnis
      d. Troy—Annie Mell Faulk
      e. Daphne

VIII. Alabama and Troy State Teachers College ..... Misses Murphy, Segars, Rich

IX. Grand Finale—"Alabama" (song by Company and Audience).

The pianist plays one phrase of a march and the announcer parts the curtains; entering she recites:

ALABAMA—A LEGEND
By Prof. F. J. Cowart

Once upon a time back in the vanished years
Long e'er De Soto and his buccaneers
First trod our woods and climbed our mountains bold,
Chased the fleet deer or searched for glittering gold,
A stalwart chieftain, beaten in the fray,
Led his worn band along the forest way
Till they should come, their weary journey done,
To some fair land toward the setting sun.

Day after day they wandered hopeful on,
Their arrows struck the lightly bounding fawn,
They gathered haws and luscious muscadines
From thorny bush and purple-loaded vines,
And heard at night beneath the spreading trees
The sleepy soughing of the wayward breeze,
The shivering screeching of the ghostly owl,
The panther's scream, the wild wolf's lonely howl.

Day after day till weary quite and worn,
They stood upon a tree-crowned ridge one morn,
And saw below them flashing in the sun
The waters of a noble river run.
Fair was the prospect, glittering every scene,
The flowing river and the valley green,
The stately oak o'erreaching spaces near
And distant glades where fed the furtive deer,
While circling all the panoramic view,
The dim horizon slept in hazy blue.

Long gazed the chief while ranged about him stood
His tired band beneath the sheltering wood.
Then his stern features softened with a smile,
His watching warriors drawing near the while.
"Land of my dreams," he cried, "here let us rest;
No more enslaved, no more oppressed,
Here shall we dwell, here shall our children play
About their mothers through the summer's day.

Our men and maidens in the moonlit glade
May sing and dance with none to make afraid;
There by the stream the broad and level field
With summer rain shall corn abundant yield,
The hills give flesh, the noble river fish,
And fowls the woods—what more could mortal wish?
Food, freedom, love, and all that we hold best,
'Tis Alabama! It is here we rest!"

Alabama and Her Gifts

Prologue is recited, the speaker standing before the curtain. At the words "Alabama, here we rest", the curtain rolls back and reveals Alabama standing at the right of the stage. The speaker that recited the prologue has left the stage. Alabama steps slowly forward toward her chair on the right and the curtain closes behind her. She sinks into her chair and speaks:

Ah! blest am I above my sister states!
What wealth is mine; What wondrous treasures are my portion!
Forest, farm, mine and river open wide their gates
Pouring at my feet a priceless fortune.
Mine are forests thick with many a towering bole;
Mine are most fertile fields both rich and wide;

Mine are great beds of marble, iron and coal;
Mine rivers broad with strength as yet untried.
With wealth secure, serene I stand,
My children's welfare safe within my hand.
Warm sunshine and warm winds now on me pour
As Midas-like, I sit and count my treasures o'er.

Announcer: Alabama's Forests.

Curtain rises and the forests are seen. Students are dressed as trees. Curtain falls.

Announcer: Alabama's Grains, Fruits.

The girls bearing these things pass across the stage in front of the curtain.

Announcer: King Cotton.

Curtain rises and discloses the king sitting on a bale of cotton. Curtain falls.

Announcer: Alabama's Dairying.

Curtain rises and the Dairy Maids give a dance. Curtain falls.

Announcer: Alabama's Iron and Coal.

Curtain rises to disclose a company of miners who sing. Curtain.

Announcer: Alabama's Marble.

Curtain rises to show a piece of statuary, a group. Curtain.

Alabama's Water Power—Her Rivers.

Curtain rises and the rivers sing a chorus. Curtain.

Announcer: The Sibyl shows Alabama her place in illiteracy and in the amount she spends for education.

Curtain rises: The Sibyl is standing by the scroll, pointing. Alabama catches sight of her and rises. Slowly she advances toward the scroll. Still talking to herself she says: What meaneth this? Are riches then of no avail?

Must I stand by and see my children doomed to fail?
Have I in duty to my charge been so remiss,
That I have set them in a place so low as this?
What have I done with all this wealth?
Have I enriched their minds, increased their health?

Alabama claps her hands. Page appears in answer to her summons. Sibyl has disappeared.

Alabama to page;
Go thou and search the records through,
And bring report of every gift
Unto my children made. I must review
And plan for them my station to uplift.

Exit page. Alabama goes back to her seat and begins to recall her place in material things:
First in the list of states the world can see my name,
For public health world-wide has spread my fame,
For navigable rivers my mileage other states' excels,
The nearness of my limestone, coal, and iron foretells
Success above the rest in mining stocks.
For shipping I have one of the best modern docks.
The richness of my farming lands none can exceed,
Upon my grassy meadows as large dairy herds can feed
As any other state can number;
My trees place me first in lumber.
In variety of crops, that line I lead,
But deep is my sorrow when this list I read.
Illiteracy—three states only are below.
I have progressed, but ah! the distance yet to go!
For education, one state less of money gives
To each one that in her borders lives.

Page enters:
Madame Alabama, the report has been prepared. Thy children come themselves to show what has been done.

Page sits at Alabama's feet.

Announcer: State Health Officer.

Health Officer advances and speaks:

Madame Alabama I am that loyal servant to whom you have intrusted the health of your people. Here are some of the facts to show what we have done, the facts concerning deeds that have placed you foremost in the ranks of public health, the facts that have sent your fame abroad and have brought men from far and wide to study the system that you use. Even before this service was organized, you had done much to care for those who needed care, things such as the model hospital for the insane and near it the home for children with crippled minds. For deaf, dumb, and blind, homes you have built. But now of my work, I fain would speak. The Alabama Medical Association was established in 1847 and in 1875 it became an official organ of the State. Yellow fever broke out and laid its scourge upon the State and a health officer was named, his first duty being to enforce quarantine. Since that day the control and prevention of contagious diseases has progressed steadily. The Pasteur Institute and the bacteriological laboratories were opened. Milk inspection was a notable achievement. In 1910 there was a most effective campaign waged with two objectives in view—the eradication of hook worm and the improvement of sanitation for both home and school. Typhoid is fought constantly by free distribution of vaccine, supervision of water supplies, inspection of dairies and eating places, and state-wide promotion of sanitation. The death rate of the State has been lowered and the improvement of school children has been most marked.

Alabama to Health Officer:

These things are well, health ever must we guard,
Lest mental growth and learning we retard.

Alabama to Page:

Send in my schools that I may see
What they have done to profit me.

Exit Health Officer and Page.

Announcer: Public School.

Teacher and children pass across stage. Curtain.

Announcer: High School.

High school group passes representing the various lines of work: Curtain.

Announcer: The University of Alabama.

University comes bringing with her a doctor, a lawyer, a scholar, accompanied by a co-ed.

Announcer: Auburn, the Polytechnic Institute.

Auburn brings a surveyor, a farm demonstrator, an electrician.

Announcer: Alabama College.

Montevallo passes with a domestic science girl, a secretary, and a librarian.

Alabama:

Great service hath been rendered by these agents all.
But where are the four that answered to my call
For better teachers trained to lead my youth
Upon their search for hidden truth
Their feet to guide upon life's way?
I would see them. Are they not here today?
Great is their worth though young they are in years.
My trust in them was not misplaced, it now appears.
My pride in them no bounds doth know;
For them my brightest lights should glow;
They forward march, aloft their vision lifts

As to my children they reveal the gifts
That deep within themselves do lie.

Announcer: Florence Teachers College.

Florence advances across the stage with lighted taper and stands.

Announcer: Jacksonville Teachers College.

Jacksonville takes her place to the left of Florence.

Announcer: Daphne.

Daphne takes her place.

Announcer: Livingston.

Livingston takes her place.

Announcer: Troy Teachers College.

Troy joins the other four. They hold the pose for a few minutes and pass out.

Alabama to Page:

Bid my daughter Troy here to return.

Alabama:

These are my youngest daughters, who hath but now attained
Their college rank. Great is the victory they have gained;
Though rough the way and hard the battle fought
Valiantly they forged ahead to take the place they sought
Beside their sister colleges. Gallantly they stand
Ready to lead my youth, with lighted torch in hand.

Announcer: Troy.

Troy advances and Alabama rises and says to her:

Today is thy day, and here this crowd did meet
To lay their homage at thy feet,
To praise the work that thou hast done,
To sing thy courage that thou hast won
So many battles o'er thy foes.

Ne'er hast thou faltered, nor hast bemoaned thy woes;
But ever struggling thou hast met
And overcome the obstacles that didst thy path beset.
Come, stand beside me and recount thy story.

Alabama advances toward the center of the stage and she and Troy stand there while Troy talks:

My story? How can I think of all the dark and dismal days now passed on this the happiest day of all my life? This day that sees me the proud possessor of a broad domain; this day that gives me houses tall and fine; this day that brings my former students home to witness my glory and my pride. But if you really wish to hear, mine is the duty to recount the events that have made possible this day. Just forty-four years ago last week, Hon. Sidney McLeod of Orion brought to the House of Representatives, the act that created me. The Senate passed upon the act in February and you, Alabama, voted three thousand dollars for my yearly maintenance. Poverty and prejudice dogged my footsteps full many a day. In 1895 the three thousand became five but steadily we grew and now I have one hundred thousand. Six members made my first faculty, today there are twenty-five. My first year saw 128 students in my halls; last year we numbered 883. Four were graduated in the class of 1888; last year we sent forth 184. The City of Troy spent 11,000 dollars for my first building and grounds; today our houses and lands are valued at $705,000. The time grows short and lest you weary of my story, I will not tell of all the changes that I have seen; but the progress of my work has ever kept pace with my material growth. Throughout the years my purpose has ever been to make better teachers. Since we have shown our worth, we are promoted to full college

rank. We can give three years of academic work if in that direction is your choice. If it is professional training that you want two ways are open. If you desire early to get work take the two year course; if it is a degree on which you have set your mind then there is the four year course.

My story wouldn't be complete without mention of my loyal sons and daughters, many of whom have gathered here today to witness Alma Mater's triumph. Since that far off day of May in 1888 with my approval has gone out a band 2,000 strong. Some have found riches and honor, and some have found happy homes; but in whatever fields their work does lie my tender feeling follows them. And now I bid come to me here one for each class since 1888.

Forty-two dressed in alumni colors and four with red and black for the present classes assemble around Alabama and Troy and the announcer requests the audience to join in singing "Alabama".

ALMA MATER

S. T. C., Troy, Alabama

(1)

Our vows of love, our vows of faith
Dear school, we've said to thee
Each strong man, each gentle maid
Will ever loyal be.
Not for a day, not for a year
Shall we each other greet
As fellow students, fellow friends,
But till in Heaven we meet.

Chorus:

So hail, Alma Mater,
Dear School, we all love thee,
So hail, Alma Mater,
We'll aye be true to thee.

(2)

So when in days that are to come
Fond mem'ries we recall,
The mem'ries of dear S. T. C.
We'll cherish most of all.
Your stately portals, ivied walls,
In dreams again we'll see,
And hearts again will sadly yearn
For you, our S. T. C.

—*Kirven Solomon*, '30

The College Song

You may talk about your colleges,
Columbia and Yale,
Old Princeton, Harvard and all the rest
Til' you grow very pale;
Or black or blue or any other tint
That you may like
But as for us, our hearts are fixed
On the Normal down in Pike.

Chorus:

For we are students of the Normal
Down in Pike, we'll never hike;
Our colors are crimson and black.
We'll bravely bear the banner of
Our Normal School, rah-rah-rah!
TROY—TROY—RAH—RAH—RAH—!!!
We're the kind that sure come back.

Oh, the dear old Normal down in Pike,
Why, she's our chiefest joy;
She's the gem of Alabama, she's
    The crown of Troy.
Then blow your bugles, sound your trumpets
    Let the cymbals strike,
And we will shout 'til the welkin rings
    For the Normal down in Pike.
Chorus:

F. J. Cowart.

Up from the Farm

'Way back in Eden's garden,
Where love was first begun,
    Where singing birds
    Pronounced the words
That made the first twain one,
Began the wee small child to be,
    That by his sturdy arm
    Should be the first
    Who, sore accursed,
To hail, "Up from the farm".

Because Cain murdered Abel,
The world looks down till now
    On those that get
    Their bread through sweat
    Of body or of brow.
To till the soil with sweat and toil
    Can be what ill or harm?
    Then why on earth
    Ignore the worth
Of him down on the farm?

The farm is but the foundation
From whence earth's blessings flow.
    To every home
    Her bounties come
    In constant overflow.
Fame and renown, in every town,
    Repose in peace and calm
    On heads of men
    That long again
To be back on the farm.

All honor to our farmers,
Whose horny hands of toil
    Are hard and rough
    And tough enough
    To proudly till the soil.
Let earth no more their worth ignore,
    Nor cast her slurs and slings.
    Our farmers stand
    On every land
Our real, but uncrowned kings.

H. C. Carlisle, '99.

The Discovery of America
(In lighter vein)

Retold by Mrs. Claire Rogers Sallee, Class of 1918

Once upon a time, 'way back in the Minus Ages, there was no United States of America—think how awful not to have a dear old U. S. A.! That was a long time before Uncle Sam was born and there were no stars or stripes either—well, perhaps there were a few stars here and there up in the sky, but there were no stripes AT ALL, not even

in Sing Sing prison. Nobody had ever been to Coney Island or seen the Statue of Liberty or the Board Walk—or ANYTHING.

But one day Chris Columbus was born in Genoa, Italy, so they say, but "they" are all dead now and can't prove it; so, judging from the way he had of finding out things for himself most people now believe he was born in Missouri. Anyhow, Chris wanted to invent something, so he invented how to discover things, and one day he decided he would discover America. But he realized that would take money, and he had spent his last nickel the day before at the picture show —Chris never could resist Charlie Chaplin. So there was nothing to do but see if the Kings and Queen's wouldn't help him out. So he trotted all over Europe and interviewed every King, Queen and Jack on the continent. At first his efforts failed—they told him they had given the last cent they had to the Red Cross or Y. M. C. A. Fund or had bought War Savings Stamps; in fact, they gave him every excuse they could possibly find in the Encyclopedia Britannica. This might have disheartened Chris if he hadn't cut his teeth on a rubber ring and absorbed so much of it into his system that the harder he was hit, the harder he would bounce back. He kept on until he became such a bore that finally Isabel reached down in her stocking and gave him a dime and told him to "beat it".

Chris then invited some of his best chums to go with him on his little week-end trip; so they hauled out his old 1492 model, and in their haste they forgot to cable the Indians they were coming.

They got to America early the next morning before the Indians even had time to put their clothes on, but the current was off and they couldn't turn on the lights, so it didn't matter much. Chris and his pals made so much fuss out there

on the water's edge, singing, whistling, and giving college yells that they woke up old Chief Mighty-Few-Clothes. Reaching under his pillow, he got out his flash light and turned it full on Chris' ship. Now, the old chief had never seen a ship, and he and his squaw finally decided that it must be some wonderful new destructive bird, and Old Squaw Mighty-Few-Clothes got scared and wanted to turn on the anti-aircraft guns, but the old chief was a member of the Audubon Society and wouldn't let her do it.

Now Chris and his pals hated to happen in on the Indians unexpectedly before breakfast, so they strolled around to the Wigwam Club and ordered drinks and sent a few picture post cards to the folks back home. In the meantime, Squaw Mighty-Few-Clothes had reached under her pillow and got her vanity box, combed her hair with a cockle-burr, put on her best feathers and beads, prepared a hasty meal and 'phoned Chris that she was sending the Ford down for him and his party and would expect them up to breakfast. Chris accepted instantaneously as he was one of the hungry sex and had heard of Southern hospitality before.

The meal was rather disappointing, but the squaw apologized and explained that she had to Hooverize like everything and this was wheatless and meatless day, and, as it was also fuelless day, she had to cook it on the fireless cooker and had even ordered the meal by wireless telegraphy, so as to save wire for the soldiers at the front.

Of course, Chris didn't understand all this Transatlantic politics but he wisely kept silent and helped himself to the axle grease, which, the squaw explained, was war butter.

After the finger bowl and soap course, they retired to the sun parlor and played "They're Wearin' 'Em Higher in Hawaii" and a few other national airs, on the victrola. But Chris preferred art to music, so Chief Mighty-Few-Clothes

carried him out to see his rare collection of hand-painted sign-boards. These greatly interested Chris and from them he learned many strange facts about this wonderful new country he had discovered. He learned what made Milwaukee famous; he learned that C-a-s-t-o-r-i-a is pronounced "Harmless"; that coca-cola is 5 cents everywhere. He found the solution of the labor question in "Let the Gold Dust Twins Do Your Work" and was touched by many such appealing little sentiments as "Keep To The Right", "Keep Off the Grass", etc.

The Indians were very much impressed with Chris and his party—so much so that they named Columbus, Ohio, for him right away and invited him to come back and plant some colonies, but Chris told them he didn't know much about planting things as he had never studied agriculture, and he preferred to join the Forty-niners' Club and search for gold.

It was with great reluctance that Chris finally parted with Chief and Squaw Mighty-Few-Clothes, but he wanted to cruise around the neighboring islands a little, in time to get home by Saturday night for sanitary reasons.

When he got back home he told so many wonderful things about the land he had discovered that it became a fad to run over here for the week-ends, and almost overnight America became a famous summer resort. Finally all the best Europeans left home and began coming over here in such great numbers that they wore a beaten track across the ocean upon which no grass has grown from that day unto this.

CHAPTER 10

As Others See Us

Since no institution exists to or for itself alone, it seems appropriate to present here a few views contributed by some outside of our own fold, giving their estimate of the College's work and influence upon different phases of local and general affairs. Mr. Dodson speaks for the citizens of Troy, Dr. Abercrombie for the State Department of Education, Dr. Denny for our sister institutions, Dr. Tidwell for the teachers of Alabama, and Mr. Bowden for the alumni. I commend their contributions to the thoughtful consideration of the readers of this little volume. All except Mr. Dodson's are reprinted from the dedication number of the Bulletin for January, 1931.

M. N. Dodson
Editor of *The Troy Messenger*

The Author of this book has honored this writer with the assignment to tell of the viewpoint of the citizens of Troy toward the great Institution which for fifty years has been a part and parcel of our community life. This is no mean assignment, because of the breadth and depth of the subject. Every citizen of Troy knows that the State Teachers College has been, and is, its greatest asset, materially, culturally and by reason of the many splendid contacts which it affords.

The past history of the Institution will be fully covered by the facile pen of the Author, who, in writing this book must, of necessity, in part at least, write the history of his own active life since reaching manhood. However, in attempting to set down some of the great and lasting values which have inured to this City and section through the loca-

tion of the College here, the writer must touch upon a few of the high points of its history.

Our State Teaachers College, established in 1887, had a very small begininng. From a modest building and equipment valued at the outset at approximately $11,000, the new plant and equipment, situated ideally and laid out by landscape experts, with future expansion in prospect, has grown to something near $800,000.

A remarkable thing about the Troy College, which has just ended its fiftieth year, is that it has been served by only four Presidents to this date in 1937. The first President was Professor Joseph M. Dill, who served one year; the second was Dr. E. R. Eldridge, who served eleven years; Dr. E. M. Shackeford, who resigned after serving 37 years; Dr. M. D. Pace, Dean of the College with a record of service almost equaling that of Dr. Shackelford, served the school as its executive head during the year closed August 31st. President C. B. Smith is just beginning what we predict will be another long and successful term as chief executive of this great Institution.

The story of the many trials and heartaches, the many ups and downs which accompanied the growth of the School would be a story of book-length within itself, and thinking Troy people know upon whom the burden of growth fell. Dr. Edward Madison Shackelford, a determined and skillful teacher, a genius at organization, and peculiarly gifted at having his own way once he has charted the course, literally "poured out" his energies and talents in the upbuilding of the School. Many wise and useful members of the Faculty also had a great part in the growth of the School; because it was their loyalty, their counsel in the every-day direction of the activities of the Institution, and the Christian leadership which they gave, that builded the School in the

hearts of the people and students and spread abroad the great values that were available to the youth of the entire southern section of Alabama.

Troy people may not vocally cite the many fine things of a cultural nature which have come to the city by reason of the location of the College here; but they feel it in their hearts and appreciate deeply the many people that have been brought into our midst from other sections through the medium of the classrooms and Faculty posts. The value of the contributions made by both Faculty members and students to the churches, Sunday schools, social and literary clubs, and other phases of life in the City is beyond calculation, to say nothing of the material benefits indicated in the next paragraph. One has only to look around him and compare all of these conditions with those which prevailed in the early days in order to appreciate fully what the College has meant to our City.

While the cultural side of the State Teachers College is of inestimable value to this City and section of the State, the layman has but small grasp of the intertwining of this Institution in the business web of Troy. Often it has been said that the State Teachers College is Troy's "biggest business", and once the actual figures are available, you will know that this statement is true.

We will not attempt to analyze this subject ourselves, but will let Miss Leola Ingram, Treasurer of the School, tell the story.

In June of this year The Messenger requested Dr. M. D. Pace, then President, to furnish us with some figures as to the probable value of the School to Troy. Dr. Pace responded promptly and the following is quoted from the Treasurer's letter:

"During a recent month, current operation expenses amounted to $12,940.12. Of this amount, $7,648.62 was expended for payrolls for services of the Faculty and other employees of the School. This left a balance of $5,291.50 which represented the cost of supplies for that month. A careful analysis revealed that $3,658.44 of this balance, or more than 69% of it, was paid to Troy merchants. These figures reveal that only $1,633.06 was expended during that period outside the City of Troy, and the amount is a little more than 12% of the total expenditures.

"Expenditures for an average twelve months' period amount to approximately $150,000.00. On the basis of one month's analysis of figures, as set out above, approximately $92,000 is expended for salaries of employees of the School, who, in turn pay their living expenses in Troy. This leaves a balance of $58,000 for other operation expenses. Assuming that 69% of this amount is paid to Troy merchants, we have another $40,020 expended in the City of Troy, and a yearly total expenditure of $132,020.00."

Thus it is seen that in "dollars and cents" the College is worth $11,000.00 per month to the City of Troy; and remember, this does not take into account the money that is spent by the hundreds of students who come to Troy for the long term and the summer school, and must of necessity "board out" and spend money for other living expenses. This would probably double the sum mentioned above.

Surely, the State Teachers College is indeed Troy's "biggest business!"

On behalf of every citizen of Troy we salute this great Institution, and wish for it continued growth as it begins its "Second Fifty Years".

DR. ABERCROMBIE

For the high compliment paid me by the invitation to participate in the ceremonies of this occasion I am deeply grateful. I speak for the State Department of Education from whose members it is my great pleasure to bring greetings and good wishes, cordial greetings and sincere good wishes, to the Troy State Teachers College—to its President, its Faculty, its alumni, its students, its patrons, and its friends. Every interest involved is to be congratulated upon the erection and equipment of the two magnificent buildings for whose formal dedication we are now assembled. In their dedication the hopes, the prayers, and the labors of many years have culminated.

These splendid edifices, beautiful in location, artistic in design, modern in arrangement, complete in construction, up-to-date in equipment, would be creditable acquisitions to any institution of learning anywhere. They will stand as lasting and deserved memorials to all persons and agencies that have had a part in their securement, notably, the governor under whose administration, the mayor through whose co-operation, and the citizen by whose liberality the site was secured, the governor under whose leadership the appropriation was obtained, the legislature that made the appropriation, the State Superintendent of Education that drafted and engineered the passage of the appropriation bill, the State Board of Education that erected the buildings, the contractor that performed the work of construction and the President that conceived and formulated the expansion program which included both site and buildings.

Especially to Governor Bibb Graves and President Edward M. Shackelford, in whose honor they have been named, will these buildings be enduring and merited testimonials of distinguished public services rendered. Fortunate are those

persons whose patriotic and humanitarian services are recognized and memorialized while they are yet living. Few in number are they to whom such distinction comes.

To President Shackelford particularly will these material accomplishments bring satisfaction and fame. To him and his staff of co-workers, especially those members of the staff who have served here so long and so faithfully, should be accorded a major portion of the honor and glory, for without their consecrated joint labors these developments would have been impossible. Together they laid the foundation upon which was based the successful appeal for funds with which to erect buildings and otherwise expand the institution.

I find myself in reminiscent mood today. I am thinking of the establishment of the old Troy State Normal School when Edward M. Shackelford became a member of its Faculty. I am thinking of its reorganization when he came to its presidency. I am thinking of his resolute, long continued and successful effort to effect its removal to a larger and more appropriate site. I am thinking of the many trying vicissitudes through which the Institution has passed, and of the numerous heroic struggles of its President to keep it abreast expert opinion and practice. I am thinking of the signal services rendered by both Institution and President. These and other related events recur to me as I contemplate the significance of this occasion.

The old State Normal School has developed into the new State Teachers College. In this development President Shackelford's dream of thirty years has been realized. He made it come true. Let us unite in the hope that in the providence of God he will be spared many more years in which to dream dreams and make them come true.

DR. DENNY

It is a pleasure to voice today, on behalf of the University of Alabama, a message of pride and faith and congratulations. We rejoice with all who love this institution and are striving to keep its commandments. We have intimate ties binding us to Troy. We are your debtors. We wish for this great school increasing prosperity.

The removal of the College from its old and cramped quarters to this ample and beautiful new site adequate to the growth and development of the Institution for an indefinite period, together with the erection of these magnificent modern buildings that would be a credit to any institution of higher learning in any State of the Union, constituted an exceedingly delicate and difficult task,—a task which few college executives under similar circumstances could have achieved in such handsome fashion.

I congratulate President Shackelford and all who are associated with him. You have to your credit an achievement of first magnitude. You deserve richly the outpouring of fine sentiment expressed today, not merely by alumni and friends of this Institution, but also by the citizens of the State at large.

These dedication ceremonies mark the beginning of a new era in the life of the Troy State Teachers College. The University of Alabama bids you God-speed as you begin your march onward and forward in an enlarged sphere of service. We pledge anew our whole-hearted co-operation.

Teachers' colleges have contributed and are contributing to important aspects of public education in the United States in a large and generous way. They are indispensable factors in our system of education. We owe a debt of gratitude to these institutions for the service they are rendering. What these institutions have done, especially in the field of ele-

mentary education, has stimulated other types of institutions to assess more carefully their own responsibilities for the professional training of teachers.

The contributions of the Troy State Teachers College to the great cause of teacher-training are outstanding. For nearly half a century its graduates have gone out from this delightful community and "carried on" under difficulties, best known only to students of the history of education in Alabama. These graduates have helped in the creation of a better sentiment for a better State through better education. Many have continued to grow and to achieve in various fields of education and now occupy responsible positions of leadership in education in Alabama and other states. The University has felt, and continues to feel, in outstanding fashion the influence of this Institution.

The Troy State Teachers College, as it now enters upon a great new era of service, has a right to be proud of its past record. The achievement of its faculty and former graduates will be a perpetual source of inspiration and power in the life and progress of the Institution as it faces the future.

Throughout the entire history of the Troy State Teachers College intimate personal ties of friendship and intimate professional bonds of respect and esteem have bound the University to it in a peculiarly happy way. More than once we have drawn on the Faculty of this College in recruiting our own instructional staff. There are today at least half a dozen Troy graduates in instruction and administrative positions on the University faculty.

Likewise, University graduates occupy important positions on the Faculty of the Troy State Teachers College. This group really ought to be larger. At its head stands Edward Madison Shackelford, who has been connected with this College since it was founded in 1887. He has been President

continuously since 1899. For all these years he has rendered high service. We are proud of that service.

In voicing these greetings from the University, I am sure that all the colleges of Alabama, whether tax-supported or denominational, would desire me to include them in these expressions of good will. May the future unfold for this Institution countless years of increasing prosperity! May the memories and associations of the past inspire all who render service here to carry forward, with constantly expanding faith and hope, the fine ideals fostered at Troy, fully assured that in so doing they are helping ever more and more to build a better and happier commonwealth!

Dr. R. E. Tidwell

I have the pleasing part of bringing greetings from the teachers of Alabama to all who are present on this auspicious occasion which marks the formal beginning of a new period of service, enlarged responsibility and expanded opportunity for this Institution. New buildings, expanded curriculum, enlarged staff, all bespeak for this Institution a continuation of its already excellent service to the state but it may also be interpreted as a prophecy of greater service yet to be performed. There is a large and influential group of the teachers of Alabama who are rejoicing in the dedication of these new buildings upon the campus of their Alma Mater. There are many thousands of other teachers of the State who while not having had the good fortune to have been students in this Institution are sending through me as their representative their cordial good wishes that the work of the Troy State Teachers College may continue as it has developed during these forty and more years as a training station for the teachers of the youth of our commonwealth.

A backward look affords a most happy vision to one who knows the story of service rendered the cause of education by this Institution. There are those here whose hearts will be touched at the mention of some of the earlier teachers whose wise guidance and vision have inspired thousands who passed through their classrooms and who later as teachers in the State have carried forward the rich heritage which was theirs as students of this Institution. Professor Cowart, Professor McCartha, Professor McCall and others wrought for themselves a permanent place in the history of this Institution. There are those who are still among the valued leaders of educational thought in the State who have made their contribution through services as members of the Faculty of this Institution. We delight to honor Dr. Pace, Dr. Wright, Miss Gardner, Miss Darby, Miss Hamil, all of whom are now giving of their best to the reorganized program of service of this Institution.

In thinking of the services of this Institution and what it has done for the teachers of Alabama one fails to grasp its real contribution unless the long list of successful teachers and educators is added to its record of service. It is not possible to give time to name all of the list. The roster of the alumni and former students alone can tell the full story of service. Only a few representatives of the alumni rendering the highest service to education may be named here. There are numerous men in official places of responsibility, County Superintendents: Zack Rogers, George Harris, C. R. Welden, Joel Sanders, and others that I do not now recall; City Superintendents: A. C. Moore, E. C. Palmer, and at one time, Ralph Cowart and John McLure who are now connected with the University of Alabama. In other fields of education we have Dr. Doster, the Dean of the College of Education, University of Alabama, and Dr. Pierson, dean of

the Graduate School of the University of North Carolina, and already named as a member of the Faculty; Dr. Wright, as Professor of Education and Director of Training, giving his whole life and services to the Institution which set his feet on the road towards a successful career as a teacher of teachers. We could go on naming bright stars in the Troy galaxy, Clarence Dannelly, president of the Kentucky Wesleyan University; Dr. Danylu Belser, professor of Elementary Education, University of Alabama; Miss Darby and Miss Hamil of the Faculty; Virgil McKinley of the University of Alabama, and this list could be extended *ad infinitum.* All glory to these leaders in education who at present are at the zenith of their powers for good in the several positions which they fill. But after all the greatest and most significant contribution of this Institution is the many thousands of the teachers of the boys and girls in the public schools of Alabama. Teachers who learned the science and art of their vocation within the walls of this Institution, Troy State Teachers College.

This message which I bring as a representative of the teachers of the State, however, would not be complete without a reference to him who from the establishment of this Institution has served as a member of the staff or as its President for more than thirty years. The shadow of this Institution as it falls across the pages of history will in no small degree represent the life and service of this man who has stood at the helm and fought its battles through the passing years. His earnestness, his zeal, and his courage have never weakened even in the darkest hour. His faith and vision enabled him to rise above embarrassment and difficulties of the moment and gave him power to discern clearly this auspicious hour. As he surveys the fruits of his labors and those of his associates as exemplified in brick and stone

and mortar it is the wish of the teachers of Alabama that Edward Madison Shackelford may have the joy and the extreme satisfaction of working and carrying forward to a fuller realization his dream of service to the commonwealth of Alabama through the years that lie out before him.

Grover Bowden

President Alumni Association

I am glad to bring greetings today from the Alumni Association. Since 1887 this Institution has kept open house to the young men and women of our State and all who came found a hearty welcome. Some of those whose names are on the record books dropped out before finishing their courses; others were more fortunate and secured certificates of graduation, but whether graduates or not, all join today in happy felicitations to the Alma Mater upon this occasion.

This school has not always devoted its entire efforts to the training of teachers. For many years in the beginning, it admitted students who had no intention of following the teaching profession and gave courses accordingly. Consequently this College has many graduates who have never engaged in school work, but these have honored the Institution and are loyal alumni today. But the main objective of the school has always been to train teachers, and so by far the larger portion of its graduates has seen service in school work. The graduates of Troy Teachers College may be found all over Alabama and even some in adjoining states. In administrative work, in colleges and universities, in farm and home demonstration work, in church and social service work,—wherever the opportunity for service exists—graduates of this Institution may be found. But the greatest good which this school has done perhaps has been that of preparing teachers for the less glamorous positions in our public elementary schools.

Out into the rural sections have gone the graduates of this Institution to enlighten boys and girls and to fire them with a determination to get an education. Although often misunderstood by the people of the communities, with living conditions often without reasonable comforts, these teachers have gone about their work in true missionary spirit and rendered valuable and effective service. Some of these teachers have been rewarded with better positions in more desirable communities where both salaries and living conditions were more desirable. Some have fallen by the way out there in remote sections, but who shall say that their unselfish labors shall not also receive its reward in that land where their spirits have gone.

From whence comes this spirit of service which is so evident among the graduates of this College? It may be said that some of it is intuitive, some of it may come from the fact that with increased knowledge comes larger vision and realization of need for service, but surely there is more in the things which this school has taught, in the ideals which the members of the Faculty have set before the students, in the spirit and atmosphere of the school itself. The lessons in honesty, in obedience to authority, in loyalty to our country, in Christian service—these were not taught in vain. Somehow the lessons stuck and have had a large part in enabling the graduates of this College to distinguish themselves in service. And so the Troy Normal College today has alumni worthy its good name.

It is from this body that I bring you greetings. The alumni rejoice with the Faculty and student body in this new plant. The buildings are so much more beautiful than the old; the site is so much more alluring; the atmosphere, free of smoke and cinders, is so much purer. But I would remind you that this plant with all its beauty and elegance carries with it

added responsibilties. The task which lies before the Faculty is a larger one. To you who are here or to those who may come as students, I should like to say that yours is a rich heritage. Distinguished sons and daughters have gone from here and they have rendered and are rendering valiant services to our people. It is your responsibility to profit by the greatly increased facilities of this College and there is every reason to expect that you will be greater men and women. A finer piece of work, a greater vision of service, a greater appreciation of the task—this is yours of the future. In carrying on the task which is yours, the Alumni Association salutes you and bids you Godspeed.

CHAPTER 11

Professor Simeon J. Doster—A Master Teacher of Early Days

The old academy had many elements of educational value and produced many great teachers. Troy, like most other centers, had one such who stood apart—one to whom inquirers were referred as the master teacher. That one was Professor Simeon J. Doster; and since the story of his work gives such an excellent picture of the typical old time academy system, and since it is so interestingly told in the following account by his distinguished son, I can imagine nothing more appropriate with which to close this volume.

Education

"In early life Simeon Doster decided to become a teacher, in which ambition he was encouraged by his family, especially by his two brothers who were physicians. He attended some of the best private schools in North Carolina and Georgia and later was a student in Johns Classical Institute at Tuskegee, Alabama. He often said that the scholarly attitude of the principal of this school, Professor Johns, made a lasting impression on his life.

After teaching for several years at Midway, Alabama, he entered the University of Virginia where he remained during the years 1852 and 1853. However, owing to ill health he did not graduate from that institution. Upon his physician's advice he went to Saratoga Springs, New York, to recuperate. His health being restored, he then entered Yale College where he remained for a time.

Teaching Experience

His career as a teacher began early, probably about the age of eighteen. He taught at Midway, Alabama, and at

Troy, Alabama, a number of years at each place, prior to the Civil War. At Troy he built the old academy which was made a part of the first graded school building constructed at Troy between 1886 and 1890. As the Confederate Government exempted teachers from service in the army, he conducted throughout the war a school near his home in Dale County which many Troy boys attended. When the war closed, he taught again at Midway and at Troy and also at Clayton, Alabama. He closed his teaching career at Troy in 1884 after 46 years of almost continuous service in the schoolroom. Upon retiring from teaching he moved with his family to his farm in Dale County where he spent the closing years of his life in peaceful contentment. He died on July 17, 1894, aged 69 years.

Political Experience

Simeon J. Doster, though a teacher, did not live a cloistered life. He always took an active part in the political struggles of his day and was vitally interested in good government. In 1876-77 he was elected to represent Dale County in the Legislature. In politics he was first a Whig and then a Jacksonian Democrat.

Remarks Concerning His School at Troy (1879-84) and His Educational Philosophy

When Professor Doster, who was given the honorary title of Colonel by his friends, returned to Troy to reopen his academy in the winter of 1879, after having taught for several years near his home in Dale County, he encountered serious difficulty in finding a suitable building in which to conduct his school. Finally he succeeded in purchasing an old dwelling and three acres of ground lying just above the big spring on the land of the late Joel D. Murphree in the rear of his residence on North Three Notch Street. This build-

ing he converted into a large room by removing the partitions. The school furniture, consisting of desks and benches, were made according to his own design by Joseph Minchener who operated a planing mill near the Central of Georgia freight depot. This furniture, while not so comfortable as that of modern design, served its purpose well. The boys carved their names on the soft pine tops of the desks in true English fashion when the teacher was not looking, but woe to the unhappy youngster who was caught in the act of thus attempting to transmit his name to posterity.

The school building, typical of its kind, was heated throughout the winter by two old-fashioned box stoves around which the boys and girls alternately thawed and froze during a cold morning. The term was usually nine months long with no summer session. This practice was in accord with the old Roman ideal, as stated by Martial in his epigrams, 'In summer, if boys preserve their health, they do enough.'

Professor Doster usually began the school day at 8 o'clock in the morning by the ringing of a small but powerful bell whose tones could be heard easily in the woods adjoining the building where the scholars were at play, or by standing in the doorway and shouting in a stentorian voice, 'Come to books.' Obedience to the signal was prompt, as no trifling with the summons was permitted. The scholars inside, the day's work began with the hearing of the lessons of the smaller children first. Throughout the day the primary classes recited alternately with the advanced classes. The teachers therefore had no idle moments.

The course of study ranged from the A, B, C's taught from the blue-backed speller to Virgil and Horace in Latin; geometry, trigonometry, university algebra in mathematics; Zenophon and Homer in Greek; with a plentiful interspersing of physics, geography, and reading between. To teach

effectively all these subjects in a day and to maintan order and discipline in an age when students were more or less encouraged at home and elsewhere to test the mettle of the teacher by bad behavior was a herculean task for any man. Few teachers could preserve their reputation and stand for long the terrific strain involved in conducting a school of this character.

To relieve the tension of both teacher and scholars a recess of 15 or 20 minutes was usually given at 10 o'clock in the morning and at 3 o'clock in the afternoon. An intermission of an hour was given for dinner. School was usually dismissed at 4:30 in the afternoon, although Professor Doster might remain for another hour teaching a few advanced pupils subjects not included in the daily program.

In keeping with the practice of the times corporal punishment was freely resorted to with two purposes in view, to punish wrong-doers and to stimulate lazy scholars. Despite the assertions of latter-day critics, corporal punishment judiciously applied produced some marvelous results in those-now-regarded-far-off days. It was universally agreed that Professor Doster was an effective disciplinarian and a teacher of marked power and ability. When he failed to inspire a scholar to desire higher and better things the case was usually considered hopeless. Notwithstanding Professor Doster's reputation as a stern disciplinarian, he was a kindly man and was greatly beloved by those he taught.

In 1879, when Professor Doster returned to Troy to reopen his school, he found two other private schools in operation. One was taught by Professor Hurley in an old building at the end of College Street and the other by Professor Wright, father of Dr. E. M. Wright, in the old Doster Academy building previously mentioned. Later these two schools closed, leaving the field to Professor Doster, who

then formed a partnership with a Professor Fuller. Together they taught in the improvised school building belonging to Professor Doster. The large school room was separated into two divisions by a heavy cloth partition. Professor Doster had charge of the boys and Professor Fuller the girls. At the close of the year Professor Fuller established a school of his own in a building located immediately north of the site of the old Normal College building. He taught here for several years and then moved elsewhere about the time Professor Doster left Troy.

In addition to these two schools which were private, there was a public school taught for a number of years by a widow, Mrs. Pouncey, in a small building erected by her brother, Mr. A. T. Lockard, in the backyard of her residence on Brundidge Street. This was the only 'public school' in Troy at that time and was the school which a few of the poorest children attended free for a few months in the year. At that time the money appropriated by the State for public education in Troy was such a pittance (around a dollar per child each year) that the principals of the two private academies made no effort to obtain it for themselves. They raised no protest against Widow Pouncey's public school for 'poor children.' This school, however, humble as it was and poorly supported, was the immediate ancestor of the present fine public school system of Troy.

As an indication of the interest the people of Troy had in education during the period 1880-85, the total enrollment in the Doster and Fuller academies and in Mrs. Pouncey's school probably did not exceed in any year 150 pupils, although Troy was a city of more than 3000 people. This enrollment was slightly augmented when Professor Wade established his seminary for girls in 1882 or 1883. Usually, but not always, Professors Doster and Fuller each employed

an assistant to help with the primary classes. Mrs. Pouncey probably never found it necessary to secure additional help. The total number of teachers to care for the educational needs of Troy was therefore never more than five.

As already stated, Professor Doster in the spring of 1884 decided that the time had come for him to give up teaching and leave Troy. He felt that the day of the private academy was over. Although the people of Troy had expressed no desire to end the regime of the academy, he believed that the rising tide of popular education could not much longer be ignored. He clearly saw that free, tax-supported, graded schools were inevitably to prevail. He perceived what his friends in Troy did not see, that Troy was ready for such a system and he did not want to stand in the way. That this was a painful decision for him to make, is certain. To him the old academies meant much. He often said that they were the schools of the poor boy and schools of profit to the teacher. Advocated and first established in America by Benjamin Franklin, the academies had proved to be the 'colleges' of the people. Flexible in courses of study and responsive to public needs they furnished young people the preparation the life of the times demanded. Their fatal defect was that they were not free. Even though the tuition charge was often very low, it proved a sufficient barrier to prevent many aspiring youths from getting an education. However, it must be said that rarely ever was a worthwhile student debarred from entering because of his poverty. The teacher either taught him free or some generous friend provided the tuition.

In passing judgment on the academies at this time it is clearly evident that however efficient they were in their day, they must be regarded as transitional schools in the evolution of an educational system to meet the needs of a democ-

racy. It is now fairly obvious to all that the very nature of our government demands that all the people be educated. This fact Jefferson and others clearly saw when the republic was founded, but its real significance has dawned slowly upon the popular mind. The southern states, especially Alabama, for various reasons have been particularly slow in adopting this view. However, the idea of tax-supported schools began to gain momentum in Alabama in the early eighties and has gradually grown to the extent that our people are now practically committed to the principle that the public school should be free, tax-supported, and open to all. It can be safely said that the growth and popularity of public schools has resulted in the disappearance of the private academies.

Professor Doster's conception of education was formed from may sources. He was particularly impressed by Jefferson's educational views on higher education with which he became familiar while a student at the University of Virginia. He believed with Jefferson that, while all children should be admitted to the common schools and academies, only those of real ability and high ambition should be encouraged to continue their education upward. Jefferson, it will be recalled, set no entrance requirements to the University of Virginia but made the graduation requirements so rigid that only a few of those who entered received the coveted degrees.

Professor Doster received into his school all types of scholars, ranging from small children to mature men and women, but the lazy, trifling, inefficient ones did not long remain. He was interested in discovering pupils of talent and ability and was willing to spend freely of his time, energy, and oft-times money in developing them to the highest degree. He loved to teach, not for pecuniary rewards, though he did not

despise money, but for the sheer joy it gave him to see ambitious boys and girls respond to his stimulating touch.

His attitude towards the change that had taken place in education is made clear in the advice he gave in the closing years of his life to his son who had just closed his first school of three months. 'My boy,' he said, 'I think you will make a teacher, but you cannot succeed with my methods and type of school organization and control. My day is over; a new era has dawned. My advice is that you enter the Troy Normal College this fall and learn the new methods and new conceptions of education. I do not approve them, but if you succeed as a teacher, you must learn the new ways and follow them.' Wise words, from a wise father."

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